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Adult Nursing Students' Perceptions of Social Presence in Facilitator-Created Subject-Specific Videos in an Online Nursing Course

By
Jamie A. Marcus

An Applied Dissertation Submitted to the
Abraham S. Fischler College of Education
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

Nova Southeastern University
2018

Approval Page

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Statement of Original Work

I declare the following:

I have read the Code of Student Conduct and Academic Responsibility as described in the *Student Handbook* of Nova Southeastern University. This applied dissertation represents my original work, except where I have acknowledged the ideas, words, or material of other authors.

Where another author's ideas have been presented in this applied dissertation, I have acknowledged the author's ideas by citing them in the required style.

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Jamie A. Marcus

November 30, 2018

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Abstract

Adult Nursing Students' Perceptions of Social Presence in Facilitator-Created Subject-Specific Videos in an Online Nursing Course. Jamie A. Marcus, 2018: Applied Dissertation, Nova Southeastern University, Abraham S. Fischler College of Education. Keywords: face-to-face instruction (FTF), computer mediated communications (CMC), e-learning, social presence, media richness, facilitator-created, subject-specific videos

The literature established that online instruction consists of cognitive, teaching, and social presence. Studies on the element of social presence linked text-based delivery of instruction with learners' feelings of isolation and disengagement. This research findings prompted this facilitator creation of five-to-seven-minute companion videos that aligned and complemented weekly text-based learning modules to ascertain students' perceptions of these videos as a medium for channeling social presence.

Post-video viewing surveys yielded responses to pragmatic and emotional questions. Pragmatic questions were aimed at the visual impact of professor's delivery of information. Emotional questions gauged the students' feelings of connectivity with the facilitator. Triangulated interpretations of student responses showed that students perceived that the videos enhanced social presence by decreasing feelings of isolation in their online course. Key results included the feeling of a real classroom and appreciation of the visuality of the videos. The viewed videos supported affective associations, learner cohesion, interaction intensity, instructor involvement, and active learning. The videos helped draw the students from their inner secluded online environment to the outside world. The research includes recommendation of the use of a larger sample size; online facilitator theatrical training, college budget to include production of video funds for further quality video productions, and video cataloging of facilitator-created subject-specific videos.

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Chapter 1: Introduction

Background

Adult nursing students' perceptions of social presence in facilitator-created subject-specific videos in online nursing courses have given rise to the need for educators to take ownership of enhanced course delivery. The proliferation of online delivery of instruction creates limitless opportunities for healthcare professionals to advance their careers through the pursuit of higher education degrees. In 2018, 50% of the 3,000,000 nurses in the United States will be educated in two-year Associate of Science Nursing degree (ASN) programs (IOM, 2011). In 2010, the Institute of Medicine (IOM) recommended that by 2020, 80% of the nursing workforce should have a Bachelor of Science in Nursing (BSN) degree. This proposal has spurred public, not-for-profit, and private organizations to tap into distance education technologies such as offering courses through online delivery (IOM, 2011). In the State of Florida alone, there are over 160 Associate Degree in Nursing (ADN) to Bachelor of Science in Nursing (BSN) programs aimed at preparing and educating ASN degree nurses to complete their BSN degrees through online program tracks (Florida Center for Nursing, 2018).

Research studies have shown that effectiveness of online instruction is associated with three elements: (a) cognitive processing, (b) teaching presence, and (c) social presence (Swan, Richardson, Ice, Garrison, Cleveland-Innes, & Arbaugh, 2008). Cognitive processing is a construct that is sustained through (a) communication content, (b) subject matter, and (c) expertise (Garrison, Anderson, & Archer, 2001). Teaching presence promotes shared learning through both cognitive and social process interpretations to find personally meaningful and worthy learning goals and outcomes

(Anderson, Rourke, Garrison, & Archer, 2001). Social presence stimulates the whole *e*-learning experience by enhancing learner and instructor interactions, designs, and facilitation that capture direction and engagement of cognitive and social processes for personal, purposeful, and meaningful educational learning outcomes (Whiteside, Dikkers & Swan, 2017).

Problem Statement

Guided by the theoretical framework of social presence and media richness theories, this study assessed adult nursing students' perceptions of social presence in facilitator-created subject-specific videos and the impact of the immersed videos on social presence in an online subject-specific course. Bollden (2016) posited there was a need to include a visuality of the teacher with additions of avatars, photos, and tutorials to enable concepts of teacher presence in online education. Little (2016) supported these occurrences with the challenge to online faculty, "to create a sense of social presence in which the students feel connected with the learning environment" (p. 33). Lehman and Conceicao (2010) espoused that online presence is supported by concepts of immersion and observed that this could be represented as an illusion that occurs through predesigned virtual reality. Serdyukov (2017) explained that a student in a recent online class wrote, "students learn from their teachers, not from electronic gadgets" (p. 14). Bollden (2016) stated that online learning is a new environment and that the sense of presence is essential to avoid isolation and disassociation.

The Setting of the Study

The study took place at The International College of Health Sciences (ICHS), which is an online for-profit institution that offers ADN, BSN, and in the future Family

Nurse Practitioner (FNP) educational programs. The college student body consisted mostly of adults including foreign-educated physicians and American chiropractors. The college offered a one-year ADN with many of the graduates then pursuing a BSN degree. The BSN degree is a requirement for admission into Master's level Advanced Nurse Practitioner Programs. There are also traditional students without medical backgrounds and Licensed Practical Nurses (LPN) who followed an 18-month program pathway (ICHS, 2018).

Researcher's Role

As a fulltime online educator at ICHS, this researcher created substantive scripted facilitator-created subject-specific videos that were immersed into weekly Advanced Medical Surgical courses. The video material was scripted from The Assessment Technology Institute (ATI) that the college adapted as the resource for a textbook for the Advanced Medical Surgical nursing course (ICHS, 2018).

Relevance and Significance

Teachers College of Columbia University (2013) related online instructors' need to actively and visibly engage with students in the teaching and learning process with greater intention than traditional Face-to-Face (FTF) courses. The colleges' lengthy study found "failure and withdrawal rates were significantly higher for online courses than for face-to-face courses" (p. 1). Wieling and Hoffman (2010) found a positive correlation between viewing online lectures and student grade improvement. The studies' finding included data that affirm that, "viewing online video lectures and attending lectures in person are approximately equal" (p. 997). Wieling and Hoffman's (2010) research suggested that online videos with a distance approach promote student online autonomy

and a positive outcome on student performances. Miller (2017) conveyed the voracious engagement needs of the adult learner and the responsibility of educators to “encourage persistence” (p. 105). Tu and McIsaac (2002) described how Computer Mediated Communication (CMC) differs from the FTF classroom and highlighted the need for interactivity and feedback, as well as how with CMC, “Plain text may not be capable of delivering the desired level of stimulation, and one may find it more difficult to express intended meaning” (p. 143). Tu and McIsaac further noted that asynchronous communications are delayed, and this can create a sense of inactivity and students feeling lost in the online environment.

Dennen (2011) suggested the non-present facilitator can be interpreted as an absent and uncaring one and to satisfy the learners’ sense of autonomy, “some form of presence negotiation will be necessary to resolve the breach” (p.529). Dennen defined these as lost elements of instructional design and that facilitators’ need to be proactive in their role to synergize identity and presence. Lehman and Conceicao (2010) asserted that presence is contingent on two-interrelated human experiences, “the sense of being there and being together” (p. 3). It was further posited that presence is a difficult and complex concept to illuminate in the online environment and described social presence as an interplay that is between the private inner world and the shared outside world. Elwood, McCaleb, Fernandez, and Keengwe (2014) explained that there is an inherent need for development and maintenance of social presence in online learning forums. It was additionally surmised that a simulated sense of “being there” is predicated on the quality of the interaction between the student and the educator. Potter, Perry, Stockert, and Hall (2013) suggested that presence is established by a closeness, which thwarts the students’

feelings of emotional and environmental isolation and highlighted that presence is an interpersonal process. In turn, that presence translates into caring relationships that will allow entry into other individuals' worlds.

Lehman and Conceicao (2010) related that presence is rarely assessed when structuring online programs and concluded that there is a need to find techniques for studying online presence. Cui, Lockee, and Meng (2013) indicated that the psychosocial roots of virtual presence may represent a complicated social construct and therefore, a need, to be studied on various dimensions that co-exist with online technologies. Cui et al. further reported that their research underscores the need to expand concepts of presence to enhance the field of online education. Murphy and Stewart (2017) explained, "Recent research with undergraduate students demonstrates that successful course completion is lower in online class sections than in traditional classes" (p. 1). Haynie (2015) surveyed data from 69 online programs printed in The U.S. News and World Reports reported that only 17% of students who entered any of the 69 online bachelor's programs graduated in three-years and that just 35% graduated within six years. Croxton (2014) cited that rates of students who fail online courses were as high as 50 to 75%. Serdyukov (2017) conveyed that as the price of education in colleges and university continues to rise, "Colleges and universities must concentrate on expanding the value of education, maximizing the productivity of learning, correlating investments with projected outcomes, and improving cost and time efficiency" (p. 27).

Social presence and media richness theories' contributions. Short, Williams, and Christie (1976) posited that social presence is contingent on the communication medium and factors such as (a) aesthetic appeal, (b) immediacy, (c) the need to convey

genuineness, and (d) intimacy. They also explained the dynamics of verbal signals from the trunks, arms, posturing, standing, sitting, and slouching, as significant influences of social presence. Daft and Lengel (1986) proposed The Media Richness Theory (MRT), and they espoused that effective communication is enhanced by matching media to the students' task information needs.

Application to facilitator created subject-specific videos. Sopczyk, Doyle, and Jacobs (2008) studied electronic communications and strategies for success and related, “Without clues such as facial expression, tone of voice, and body posture” (p.512) that a loss of the message intent can result. Cook, Dover, Dickson, Underwood, and Engh (2014) reported on the challenges for hybrid online ADN programs and purported that Internet-based education allows for asynchronous learning to be presented through the application of prerecorded lectures. Monagle and Doherty's (2014) findings supported that the students that viewed video simulations had significantly higher testing scores and that this supports that audio-visual recordings “could have broad application and provide a generalizable format to many schools of nursing” (p. 177). Cook et al. (2014) related that changes in (a) color themes, (b) added pictures, (c) diagrams, and (d) speaker notes assisted with the cognitive affirmation of information and that multiple communication applications assist those with disabilities, such as the closed-captioning for the hearing impaired.

Cui et al. (2013) illustrated that online instructors need to actively engage and impress the students particularly with first impressions and that online instructors' need sufficient training to properly guide the students. Richardson, Swan, Lowenthal, and Ice (2016) suggested that social presence is dependent on how media promotes a need for

higher instructor persona with incorporations that create *real* and *there* online presentations.

E-moderators. Salmon (2000) indicated that concepts of *e-moderator* might not require the instructor to have subject expertise. Furthermore, it was suggested that online educators are, therefore, facilitators and that challenges for online educators include compensatory behaviors so that face-to-face/direct instruction advantages are not lost in the text-based online environment (Salmon, 2000). Cook and Schofeld (2017) suggested the video lecturer skills of performance and the need for a speakers' movements, gestures, and immediacy of information. It was additionally explained that there is a need for online students to see the *teachers-as-people* and how this will imprint adult learner memory. McClean and Sushman (2016) revealed the versatility and significance of video technology in the learning format not only for *brick-and-mortar students* but also for online distance learners. It was stated that the autonomy of pre-recorded video gives the student the ability to watch the lecture when they are able within their busy work and family schedules. It was further indicated that students with disabilities may find going to a classroom challenging and foreign speaking students who can re-watch the video for better comprehension also benefit (McClean & Sushman, 2016).

Definition of Terms

Throughout the study, various terms are utilized. These terms include the following.

Computer mediated communications (CMC). An online environment that includes text-based online chat, computer, audio, and videos that differentiates it from the Face-to-Face classroom (Tu & McIassac, 2002).

e-Learning. The application of electronic media and devices. Learning done in an internet (online) format, usually using a college that promotes distance education (Imperial College London, 2015).

e-moderator. Teachers who are motivators for *e-learning* for navigation, participation, and responses in the online forum (Salmon, 2002).

Face-to-face Instruction (FTF). Mostly synchronous, presented as lectures, hands-on, geographically same area as the student, instructor view as sage (Johns Hopkins University, 2018).

Facilitator-created subject-specific instructional videos. Video's that benefit by the expertise and experiences from the instructor on the subject and the subject matter expert (Johns Hopkins Whiting School of Engineering, 2017).

Social Presence. Social presence is defined as the ability of a person to demonstrate communication relationships (Kehrwald, 2008). The ability to “express socially and emotionally in the online environment” (Lehman & Conceicao, 2010, p. 131).

Social presence theory. Short, Williams, and Christie (1976) define social presence, “as the degree of salience of the other person in the interaction and the consequent salience of the interpersonal relationship” (p. 35). The measure of the feeling of community, the interpersonal aspects of an interaction. One's ability to express socially and emotionally in the online environment. The transacting of effective association, community cohesion, knowledge, and experience, interaction intensity, and instructor involvement.

The media richness theory. Daft and Lengel (1986) proposed the Media Richness Theory (MRT). It was espoused that effective communication is enhanced by matching media to the students' task information needs.

Summary

Nurse educators are responsible for the facilitation of online course delivery. This mandates research of nursing students' perceptions of how facilitator-created subject-specific videos promote social presence in subject-specific online courses. A study conducted by Richardson and Swan (2003) found that students with overall high perceptions of social presence expressed increased levels of understanding and satisfaction with the online programs and suggest methods to train online instructors to project a positive social presence with an immediacy culture.

Kizilcec, Bailenson, and Gomez (2015) revealed, "Because face-to-face communication has historically been the primary mode of knowledge transfer among humans, seeing a face during instruction is a familiar experience that naturally elicits learned social responses" (p. 726). The effects of facilitator created subject-specific video on social presence was based on adult students' perceptions. Online instruction studies report lost linkages between students, educators, and the real world and experiences such as online course facilitator affirm the need to close these gaps. Technology has spawned educational programs, particularly nursing online studies. This research study examined the adult students' perceptions of how facilitator-created subject-specific videos impact social presence in online course delivery, and the implication of students' perception of social presence in facilitator created subject- specific video production.

Chapter 2: Review of the Literature

Introduction

A thorough review of the literature was conducted that included (a) online education programs, (b) online nursing programs, (c) Community of Inquiry (COI), (d) media richness, and (e) social presence theories. The Brookings Institute (2017) asserted that of the, “5.8 million students taking online courses in the fall of 2014, 2.85 million took all of their courses online” (p. 3). Keengwe, Boateng, and Diteeyont (2013) reported that, “Online education has opened the frontiers of college education” (p. 597). It was further stated that scholarly opportunities for nontraditional students and those, not near universities are now possible. Casey and Kroth (2013) explained that the process of learning promotes change and that better-informed educators need to find ways to make information accessible. These new gateways for education require an adjustment of knowledge delivery.

Development of Online Learning and Strategies

It is evident that online learning has evolved. Allison and Rehm (2016) explained how when first presented, online learning’s focus was merely delivery of information. It was further noted that little attention was given to the quality of courses and incorporation of student input. In addition, it was related that with time, online classes gained the respect of the academic community and evolved into a new pathway to deliver education. Moreover, it was posited that educators are challenged on how to reproduce the essences of face-to-face (FTF) traditional classroom settings in online forums (Allison & Rehm, 2016).

Ally (2010) explained that successful students gain significant learning benefits from audiovisual or computer media. Ally also cautioned, however, that although media is important, the key measures are the “instructional strategies built into the learning materials” (p. 15). Gazza and Matthias (2016) related findings from their large online accelerated nursing student survey that found correlations between student satisfaction and supportive relationships with online personal. It was also suggested, “As online education continues to gain momentum in higher education and in nursing education, it is important to measure and evaluate program effectiveness” (Gazza & Matthias, 2016, p. 175). Aparicio, Bacao, and Oliveira (2016) explained *e*-learning and how it combines the two constructs of learning and technology. It was also conjectured that learning represents a cognitive process for achieving knowledge, whereas, technology represents the enabler of the learning process. Moreover, technology was compared to the pencil or a notebook and it was concluded that technology is the tool (Aparicio et al., 2016).

Hawks (2014) highlighted the pedagogical changes and new delivery models for online education and related the phrase flipped classroom to express “new educational strategies that apply asynchronous video lectures and other technological resources” (p. 264). Moreover, it was indicated that there was a need to incorporate lectures into discussions and projects to promote the application of the lecture information. The facilitator-created subject-specific videos can be incorporated into weekly online discussion threads for the nursing students to then respond after viewing the video. Furthermore, Hawks explicated that, “holding students accountable for the material in the asynchronous lecture is an integral element for video integration success” (p. 267).

The Social Presence Theory

In 1976, researchers Short, Williams, and Christie promoted their Theory of Social Presence and explored physical appearance associations of social presence, and found for example, that a visual first impression with the forward posturing of an individual prompted assumptions of higher intelligence. Short et al. further commented on the significance of facial expressions in relating Birdwhistell (1968) identification of, “33 discrete movements or kinemes associated with the face” alone (p. 52). It was concluded that tasks that relate to expression and perceptions of emotions are integral to understandings of social presence (Short et al., 1976). Computer Mediated Communications (CMC) researchers later applied The Social Presence Theory to explain that CMC was inherently impersonal because non-verbal and relational cues common in face-to-face communications are filtered out (Walther & Parks, 2002). Communication medium differs in their degree of social presence and that these differences play an important role in how people interact (Walther & Parks, 2002).

The Media Richness Theory

Draft and Lengel (1984) explained information processing and the cognitive channels that individuals received. The Media Richness Theory promotes that FTF communication is the richest information delivery system (see Figure 1). The significance of visual augmentations such as complex cues of gesture, voice, inflection, and body positioning was also noted. Furthermore, it was posited that the choice of media relationship with the task is essential for successful cognition and processing of information (Draft & Lengel, 1984).

Information Richness	Medium	Feedback	Channel	Source	Language
High	Face-to-Face	Immediate	Visual, Audio	Personal	Body, Natural
	Telephone	Fast	Audio	Personal	Natural
	Written, Personal	Slow	Limited Visual	Personal	Natural
	Written, Formal	Very Slow	Limited Visual	Impersonal	Natural
Low	Numeric, Formal	Very Slow	Limited Visual	Impersonal	Numeric

Figure 1. The Media Richness Theory: “Characteristics of media that determine richness of information processed” (Daft & Lengel, 1984).

Draft and Lengel’s (1984) Media Richness Theory supported The Social Presence Theory findings by Short et al. (1976) in that people perceive certain media with a higher degree of social presence (e.g., Video) and other media as having a lower degree of social presence (e.g., Audio). More critically, it is believed that a medium with a high degree of social presence promotes social warmth and engaging impression, whereas a medium with a low degree of social presence is seen as less personal.

History of Social Presence

Richardson, Swan, Lowenthal, and Ice (2016) explained the emergence of social presence as an integral factor in successful educational experiences of students. It was asserted that social presence is a critical factor in student satisfaction in online courses and the adapting of social presence with continuous advancements of technology as the focal delivery medium for scholarly information. Oztak and Brett (2011) underscored the evolution of social presence with a history of greater than 30-years. It was noted that even with this history that there are still gaps in understanding and grasping the complexity of this concept (Oztak & Brett, 2011). Swan (2017) explained the historical sequencing of

social presence since Short et al. (1976) introduced this concept. Swan reiterated, Short et al. interpretation of salience in their social presence theory and highlights their well-defined areas of visual and vocal cues that are jeopardized without FTF communication.

Lowenthal and Mulder (2017) further interpreted the study conducted by Short et al. (1976) in regards to the comparison of high social presence capacity of some media mediums. It was posited that non-verbal low medium without connecting clues lowers salience. Richardson et al. (2016) extrapolated on Gunawardena (1995) findings that the medium that social presence is conveyed in may not be as significant. However, the instructor's ability to cultivate social presence and this concept warrants reevaluation for understandings of present-day social presence. Anderson, Rourke, Garrison, and Archer (2001) called for compensatory action as a result of loss of non-verbal/paralinguistic challenges in the online medium. Tu and McIsaac (2002) study compared the relationship between social presence and interactions in the online classroom. It was found that social presence is a complicated, underrated occurrence, and conclude that further examination is justified (Tu & McIsaac, 2002).

The community of inquiry and social presence. Kreljns, Van Acker, Vermeulen, and Van Buuren (2016) highlighted Garrison, Anderson, and Archer (2000, 2010) framework of the Community of Inquiry (COI). It was explained that this model facilitated understanding of collaborative concepts of social presence along with teaching and cognitive presence to understand online and blended learning environments. Santiuste and Arrufat (2014) promulgated Garrison's (2003) research by further explaining the COI model and the need for online learners to simulate social and emotional attachments as real people. Kozuh et al. (2015) suggested interactions between

teacher and learner serve to build relationships, reciprocal exchanges, and result in social interactions.

Lowenthal (2010) propagated that social presence as a communication medium has a direct impact on interactions and communication of individuals. It was further stated that, individuals interpret videos for example, as having a greater social presence when compared to audio recordings. Kozuh et al. (2015) explicated that social interaction is closely related to definitions of social presence (Short et al., 1976; Tu & McIssac, 2002). Bolliger and Inan (2012) posited that the limited contact in distance education can create a climate of disconnectedness and that the physical separation of online learners also reduces concepts of community.

The Social Presence Model

Whiteside (2015) in explaining the development of The Social Presence Model noted that social presence (see figure 2) included five integral components, “Affective association, community cohesion, instructor involvement, interaction intensity, and knowledge and experience” (p. 11).

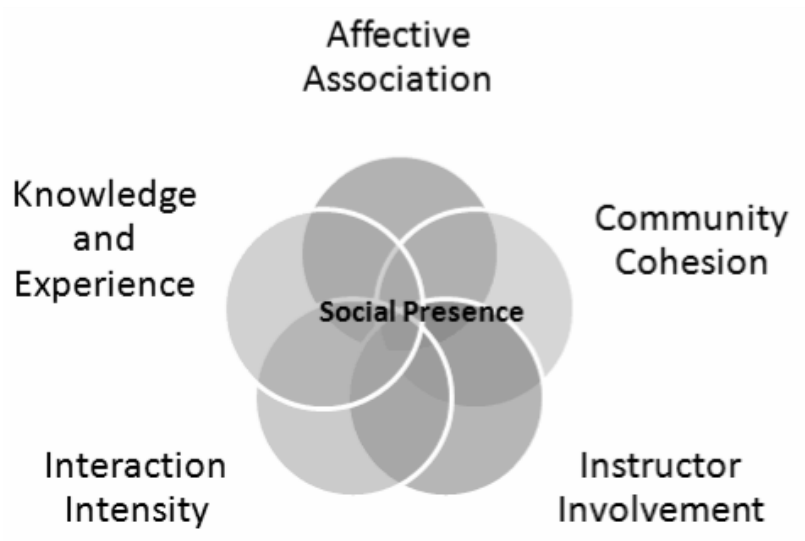


Figure 2. The Social Presence Model (Whiteside, 2015 modified model).

Current Empirical Research

Mayer (2012) explained the significance of multimedia learning and posited that multimedia learning encompasses words and pictures. It was additionally indicated that multimedia instruction incorporates auditory and visual deliveries. Furthermore, Mayer stated that this type of learning is based on the advances in technology and are learner-centered. It was suggested that multi-media presentations parallels with the human processing of information of material and that when only a verbal mode is done, the individual loses advantages of, “Potential contribution of our capacity to process material in the visual mode as well” (Mayer, 2012, p. 6).

Teachers College at Columbia University’s (2013) extensive research pointed to the significance of the need for active and visible engagement with students in the learning process. The research revealed that there is a greater need for this presence in the online format than FTF to reduce the impersonalization and promote interpersonal interactions in online forums. A study conducted by Borup, West, and Graham (2012) found that video communication, “Had a substantial impact on establishing the instructor’s social presence and that viewing the instructors’ video’s communication helped them perceive the teacher as a real person” (p. 201). Cook and Schofield (2017) reported on their study of online video lectures as well as the need for personal identity of the lecturer and illustrated that, “Teachers as people loom large in our adult memories” (p. 58).

Dong and Poh (2015) suggested that present generations are digitally motivated. They noted that was related having the ability to fast forward a video or reply to specific sections promotes core competencies and fits into students’ busy schedules. Richardson

et al. (2016) shared results from their meta-analysis on social presence and explained it as the “Dynamic interplay of instructors, students, instructional designers, instructional strategies, technology, media, and norms coming together to determine the learning outcomes” (p. 480).

Online Video Productions

Hainsworth (2011) recommended the application of video productions for nursing education and noted that video learning has broad applications and stimulates with combinations of, “Color, motion, different angles and sound that enhances learning through visual as well as auditory senses” (p. 488). Mayer (2012), expounding of his cognitive theory of multimedia learning explained, “Learners can better understand an explanation when it is presented in words and pictures than when it is presented in words alone” (p. 3). Mayer additionally commented that, “Multimedia instructional messages can be based on a technology-centered approach that focuses on the capabilities of advanced technologies” (p. 3). A study conducted by Kizilcec, Bailenson, and Gomez (2015) investigated the empirical pathways of video instruction. Mayer’s (2005) writings are grounded on three prevailing senses including the learners visual and auditory processing channel and a learner’s limit to the amount of information that can be processed at a time within each cognitive receptor. Kizilcec et al. (2015) revealed that the third pathway occurs when the learner is engaged in active learning that synthesizes the verbal and auditory information with previous learner retention.

Lowenthal (2010) postulated that videos as a medium promote are more sociable, warm, and personal, and other mediums as less personal. Grice (1975) described the cooperative principle and revealed there are four maxims to engage social presence, which

are (a) quantity, (b) quality, (c) relation (relevance), and (d) manner of delivery of information. Grice's research of conversation notes, that not too much, and not too little information should be put forth in transmissions of information. Research conducted by Norton and Pettegrew (1977) found that a "Person who interacts in such a way that he takes charge of a conversation, comes on strong, and talks frequently demonstrates communicative competence" (p. 272). Furthermore, it was explained that social interactions that promote openness project a confident and attractive vulnerability while maintaining control.

Korkut, Dornberger, Diwanji, Simon, and Marki (2015) indicated that videos, where professors are shown, are more engaging and they also point out that enthusiastic educators who speak quickly with intent are more engaging. It was noted that students would re-watch short tutorials more frequently than lectures. Furthermore, Korkut et al. recommended that instructors should have video segments of six minutes or less. Grise (1975) stated that conversations' need to make a contribution, be truthful, relevant, and perspicuous. Grise further focused on the importance of the conversationalist to be helpful and promote an overpowering politeness. Reeves and Nass (1996) posited that people treat computers, television, and news media like real people and places. The significance of good manners, politeness, and etiquette in the formation of communication relationships was further illustrated. Reeves and Nass stated, "Politeness is ubiquitous" (p. 19).

Giannakos et al. (2014) highlighted that characteristics of online video lectures such as voice, pace, and length, require further examination to understand the "Overall effectiveness of videos as learning medium" (p. 6). Ladyshevsky (2013) recommended

(a) topic relevance, (b) the pacing of the course, (c) succinctness, (d) immediacy of delivery of information, and (e) instructor's postings as predictors of student's satisfaction, learning outcomes, and goals of social presence. Giannakos et al. concluded a need exists for a unified framework for video learning and that presently, "Little research has been conducted on the functionalities and the characteristics of education video" (p. 6). The researcher summarized this study's discovery of resource theories, communication styles, and elements that assisted with development of the facilitator-created subject-specific videos (see Figure 3). The researcher further illustrated the deduction and relationship process of foundational models, styles, and theories that led to the theoretical outcomes for this study (see Figure 4). Poppel, Finsterwalder, and Laycock (2018) explained that technology now affords the ability for the quality film to be done with mobile technology and that this keeps economic production cost to a minimum. Johnson, Trabelsi, and Fabbro (2011) recommended the creation of digital libraries and highlighted the transformation of academic libraries. It was noted that virtual libraries, resources, and cataloging are part of the new global perspectives of educational dissemination (Johnson et al., 2011).

Table 1

History of Social Presence and Media Richness Foundations

Foundational Theories	Defining Concepts
Social Presence Theory	Degree of salience between two communicators using communication fuses with aesthetic appeal (Short, Williams, & Christie, 1976).
Grice's Co-operative Principle Norton's Communication Styles	Dominant, Friendly, Attentive, Relaxed, Contentious, Dramatic, Animated, Open, Impression Leaving, and Communicator Image (Grice, 1975; Norton, 1977).
Mayer's Cognitive Theory of Multimedia Learning	Advantages of Cognitive Processing Multimedia Words and Pictures (Mayer, 2005; 2012).
Social Interactions	Timing of speech, emotional tone of speech, Speech errors e.g., Er, Ah, Um, accent, body positions (Argyle, 2009).
Media Richness Theory	Lowest to highest forms of communication: Face-to-Face includes videos provides immediate delivery, visual and audio, personal, and includes body, and natural elements (Daft & Lengel, 1984).
Social Presence Model; COI	Affective association, community cohesion, instructor involvement, interaction intensity, knowledge, and experience (Garrison et al., 2000; Whiteside, 2007).
Facilitator Created Subject Specific Videos	Succinct, Crisp Five-Seven minutes, animated loosely substantiated, scripted, audio direct, and visually clean with background/backdrop of interest, and direct connection to the course assignment and subject-specific (Korkut et al., 2015; Tran, 2015).

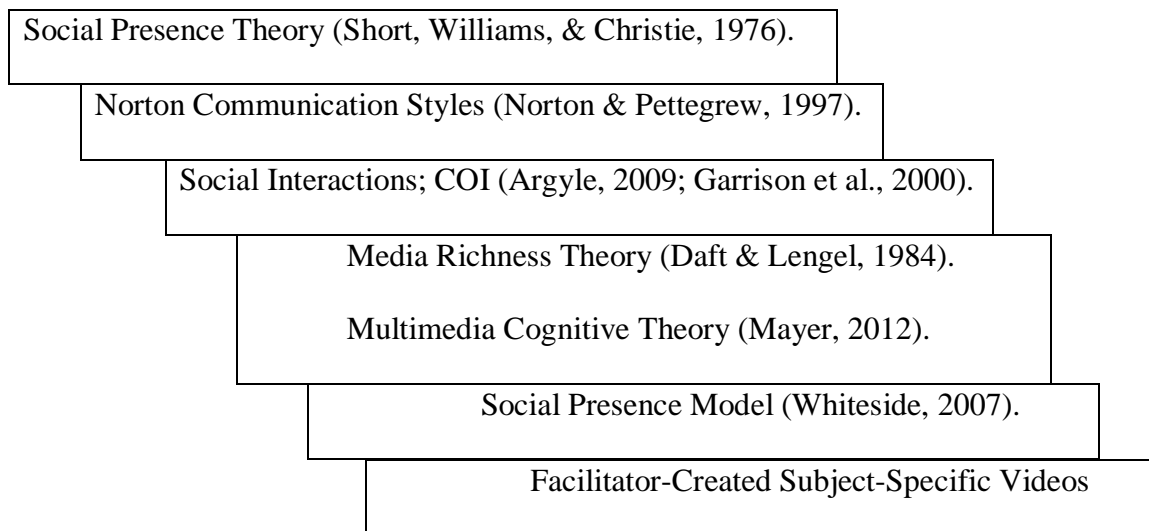


Figure 3. The Development of Facilitator-Created Subject-Specific Videos.

Research Questions

1. What are students' perceptions of how facilitator-created subject-specific videos impact social presence in online course delivery?

1.1: How do the videos promote emotional stimulation; Visual stimulation, Auditory Kinesthetic-richness of data information processing and motion for the student?

1.2: How do the videos capture facial expression, including; winking, smiling, hand gestures, eye contact, voice, and pace of speech?

1.3: How do the videos promote Student-student interaction, (Teacher-student interaction, Student-teacher interaction),

1.4: How do the videos convey immediacy-self disclosure behavior?

2. How do students' perception of social presence in facilitator-created subject-specific videos impact on video production?

1.0. What are students' perceptions of how facilitator-created subject-specific videos impact social presence in online course delivery?

1.1. How do the videos promote emotional stimulation; visual stimulation, auditory kinesthetic-richness of data and information processing and motion for the student?

a. How do the videos capture facial expression, including; winking, smiling, hand gestures, eye contact, voice, and pace of speech?

b. How do the videos promote student-student interaction, teacher-student interaction, and student-teacher interactions?

c. How do the videos convey immediacy-self disclosure behavior?

Emotional isolation. Richardson et al. (2016) posited that there is a far-reaching effect of social presence influence on student motivation and desires to participate in learning experiences. It was suggested that in the realm of the online forum this influence permeates all aspects of course assignment from the individual to the group. Seckman (2018) underscored the learning modality particularly with the asynchronous online forum that can be perceived by the student as impersonal. Furthermore, Norton and Pettagrew (1977) commented that, “Communicator style is defined operationally in terms of nine independent variables that are; dominant, open, dramatic, relaxed, contentious, animated, friendly, attentive, and impression-leaving” (p. 260).

Whiteside (2015) described emotional connections associated with social presence and presented the social presence models, with the transaction of effective association, community cohesion, knowledge and experience, interaction intensity, and instructor involvement. Whiteside espoused that the emotional connections can occur in an online program with the inclusion of elements of (a) paralanguage particularly intonation, (b) pitch, (c) speed of speaking, (d) hesitation noises, (e) gestures, and (f)

facial expressions. Argyle (1969) recommended mutual gaze and intimacy equilibrium and postulated that gaze is utilized as an integral expressive tool.

Visual stimulation. Argyle (1969) identified some visual traits of communication that direct application to the visual subject-specific videos and described channel control that includes head nods and eye movements and pauses between delivery of information. Argyle supported this research with the illustrations of hand gestures that promote clarity of information.

Auditory. Argyle (2009) commented on the tone and timing of speech and related that high pitched, loud, and fast speech can represent suppressed or apparent anger. It was further revealed that there is cultural subjectivity to how these speech patterns can be interpreted. Utterances, slang, accent, and speech errors are significant aspects of auditory interpretation of speech (Argyle, 2009).

Kinesthetic. Argyle (2009) discussed the body positioning and gestural movements and explained the importance of facial and gestural movements. This can include head positioning, hand movements, facial expressions, and even body position of forward for interest and leaning back for openness. The direction of gaze and how long a direct gaze lasts was additionally explored (Argyle, 2009).

Student-student interaction. Reilly, Galleger-Lepak, and Killion (2010) applied the statements, “me and my computer” to characterize the solo aspects of online learning environments. Moreover, it was posited that a learner-learner and instructor-learner increased interactions assist with decreasing senses of online aloneness (Reilly et al., 2010).

Teacher-student interaction. Seckman (2018) noted that online media “creates barriers between faculty and students” (p. 18). Seckman further indicated that online media is different from traditional classroom formats and that online facilitators are expected to be “readily available and responsive to students at any time of day” (p. 18). Hew (2016) reported that instructors that conveyed passion and a love of teaching were highly rated by students. Anderson (2011) explained that online forums could promote a different flow of communication although immediate responses can be achieved. It was additionally noted that emerging best practices now recognize that continuous flows of communication are not possible in asynchronous classes. Moreover, it was asserted that the *teachercentric* traditional classroom relationship is morphing to a less dominant role supporting stronger student commitment (Anderson, 2011). LaBarbera (2013) explained the significance of teacher involvement in online classes and posited that a sense of online teacher connectedness, contribution, and communication styles promote perceptions of instructor presence in distance education courses.

Student-teacher interaction. Seckman (2018) posited that online classrooms with only text-based content and feedback “lack the clues that are the basis of social interaction” (p. 18). Teachers College of Columbia University’s (CCRC) (2013) extensive research study on creating an effective online facilitator presence found that online instructors tend to make minimal use of interactive online technologies. It was further stated that, “Few courses incorporated auditory or visual stimuli” (p. 2) The CCRC online course study also found that students wanted to “see, hear, and get to know their teachers despite the physical distance between them” (p. 3).

Immediacy. Hew (2016) underscored course video resources to assist online learning needs, such as, application of bite-size videos that cover just one to two main concepts of the class lecture. Moreover, it was illustrated that teacher direct eye contact to the camera gave students the impression that the teacher is focused on them. Hew further recommended that the videos can be sub-titled to assist with clarity of information and posited that problem-centric learning with simple to understand expositions promotes online student engagement.

Subject-specific. Tran (2015) of the American Press Institute explained the significance of single-subject delivery of new media. It was additionally reported that this organization's research of delivery of new information and strategies that promote specialized source information. Furthermore, Tran espoused on audience positive responses to single-subject strategy and the critical driver of selection of topics to focus on to gain viewer followings that promote relationships. Baxter, Akhtar, Landeen and Norman's (2012) study on the acquisition of nursing students in critical care sequence-of-step skills from simulators versus task-specific video by experts, found greater success with observation and learning from an expert's presentation and performance.

The environment for learning. Murray, Perez, Geist, and Hedrick (2013) posited that online programs follow a pathway of autonomy for the learners and suggested that a majority of the learning is placed in the hands of the students. Murray et al. noted that, "Success of this format mandates tighter constraints on course content and format" (p. 102). It was concluded that content delivered in the online environment need to be "complete relevant, and accurate" (Murray et al., 2013, p. 102).

2.0: How do students' perception of social presence in facilitator- created subject-specific videos impact on preparation and creation of videos.

Seckman (2018) related that online media could create technical challenges for faculty. More specifically, there was indication that this includes changes from traditional classroom settings and frustrations with technological challenges (Seckman, 2018).

Deming, Goldin, Katz, and Yuchman (2015) promoted that technology and online learning represent the hopes for cost-saving and higher education innovations for the future with reducing labor costs with advantages of larger class sizes that the counterpart of face-to-face learning. Deming et al. posited that online educational courses can assist with bending cost curves of the present traditional higher education venues.

How This Study Builds Upon Previous Knowledge

The literature review of (a) online and distance education, (b) theories of COI, (c) social presence, (d) media richness, and (e) other supporting theories, highlighted the intrinsic need for social interaction in the communication of information and that the highest information richness is in the form of FTF communications (Daft, Lengel, 1984; Short, William & Christie, 1976). Furthermore, the review of the literature revealed the significance of (a) single-subject, (b) course specific, and (c) facilitator-created, well-presented video transmission of information to create relationships with the receiver and the need for strategy in creating an online video (Korkut, 2015; Tran, 2015). Giannakos et al. (2014) concluded that learning videos could be without conformity secondary to technological applications and content. Giannakos et al. posited, that the need exists to “Collect insights from diverse video learning experiences” (p. 6) with goals of creation of a “Unified framework for the development of videos for learning” (p. 6).

Research revealed that the facilitator's contribution of visual incorporations into the online environment fostered the need for uniformed strategies. These strategies include: (a) video six-minutes or less, (b) interactive backdrops, (c) clear auditory, and visual presentation, (d) specific facial expression, (e) tone, (f) appropriate speech, (g) salutations, (h) politeness, (i) relevance, and (j) perspicuous elucidation by the instructors' inclusion of elements, such as paralanguage, intonation, gestures, and facial expression that link students-to-teachers and formulate perceptions of social presence, engagement, and emotional connections (Argyle, 2009; Baxter, Akhtar, Landeen, & Norman, 2012; Grice, 1975; Korkut et al., 2015; Norton, 1977; Reeves & Nass, 1996; Tran, 2015; Whiteside, 2007).

Harrison (2015) highlighted the emergent need to address online video construction. Harrison posited, "Online videos should be carefully planned to create high quality, concise videos of less than ten minutes in length, yet contain enough content to reduce the overall number of required videos" (p. 168). Cassidy (2016) recommended that for video composition, the rule of thirds be followed, so the object of interest appears in the intersection of thirds of the screen. Dong and Poh (2015) suggested that if educators produce their videos that they should attain a "working knowledge of video production and techniques" (p. 141). Gormley (2013) promulgated that with the advent of computer-based nursing education, a continued move toward technology will result, and noted that nurse educators need to, "Shift in thinking from traditional views of nursing education....and programs need to be well thought out assignments, and program activities" (p. 151). First-hand experiences as an educator in online advanced medical, surgical courses expose deficits in student processing of critical course components.

Therefore, nursing educators need to redefine the delivery of online materials. This study contributes to research with highlighting one such pathway for online educators in the productions of facilitator-created subject-specific video models to enhance social presence in the course delivery for online students.

Chapter 3: Methodology

Introduction

This study utilized a qualitative phenomenological methodology to explore adult nursing students' perceptions of social presence in facilitator-created subject-specific videos in an online nursing course. Creswell and Poth (2018) posited, "We use qualitative research because a problem or issue needs to be explored" (p. 45). Marshall and Rossman (2016) espoused that the strategy of a qualitative study is the roadmap, and the research methods are the tools to explore the phenomena of interest.

Description of Research Design

Two surveys were administered to the chosen focused group of advanced medical surgical students at the completion of their online nursing advanced medical surgical class. The research pathway for this dissertation revealed there are multiple perspectives on the essence of online social presence and deficits in research on this subject. Patton (1996) asserted that the triangulation of qualitative data sources involves, "Comparing the perspectives of people from different points of view" (p. 1195). This study incorporated a triangular data strategy in two-phases, (1) pragmatic-based questions, and, (2) emotional-based questions (See Appendices A, & B). Carter et al. (2014) explained the triangulation of data promotes convergence of information from different origins because it studies the experience of a focus group. Carter et al. further asserted that a triangular mixing of data resources allows for different perspectives that may otherwise be lost.

Restatement of the Research Questions

This study's research questions sought insight into students' perceptions of the facilitator-created subject-specific videos and how they impact social presence in online

course delivery. This included the gamut of non-verbal communications, the timing of delivery, the immediacy of information, and facilitator genuineness. The research questions further explored the significance of association of medium and students' perception of engagement.

Participants

The focus group consisted of cohorts in a one-year Associate Degree in the Nursing online nursing program in Boynton Beach, FL. These students finished their 12 week advanced medical, surgical nursing course, and the surveys were administered in the last week of the class after all the facilitator-created subject-specific videos had been viewed.

Description of the Sample

This sampling focus group consisted of 17 males and females, foreign-educated physicians, American chiropractors, Licensed Practical Nurses, with the balance working in ancillary areas in the healthcare industry. The participants were adult learners with ages ranging from 30 and 50 years of age. All of the participants worked full-time in the healthcare field in addition to being full-time online students. According to The National Study of Prospective Adult Students (2013), 38% of those enrolled in colleges are over the age of 25 and one-fourth are over the age of 30. This sampling, therefore, typified the national profile of adult learners (Harms, 2013).

Sampling Method and Justification

The participants represented present-day populations of adult learners who were returning for additional formal education made possible by the flexibility of online instructional delivery. This study followed a purposive sampling with the pre-selection of

the participants based on specific needs. In this case, they were all online medical-surgical nursing students. It was also noted that this type of purposeful sample is the most common and is called criterion sampling (Edmonds & Kennedy, 2017). Blair, Czaja, and Blair (2014) stated, “A sample is a subset of a larger population” (p. 97). The sampling groups can, therefore, further represent a general sampling of adult online nursing students.

Instruments

The data gathering instruments included one pragmatic response survey of ten closed-ended questions. The second survey, an emotional response survey, included both open-ended and percentage guided to elicit emotional engagement data with three-questions and delving sub-questions. Creswell (2015) illustrated, “Surveys consist mainly of closed-ended questions” (p. 389). Creswell cautioned that open-ended questions can “Probe a little deeper . . . the participant supplies the answer” (p. 390). Chauny, Paquet, Lavigne, and Daoust (2014) noted that research applies percentages for validity in the understanding subjectivity of pain in patients. The study incorporated percentages for pain trajectory and pain intensity for post-operative relief measures. Therefore, these survey instruments will yield a robust database that can be applied to the triangular pathways for deeper understandings (Chauny et al., 2014). The survey instruments were created with the assistance of outside expert panels of Ph.D. level experts in instructional design and multi-media strategies in online learning (see Appendices A & B).

Procedures

The nine-question survey also referred to as the pragmatic response was administered as a first cycle pathway. There was a data analysis and a first coding done

on the pragmatic responses. The same focus group was then administered the open-ended and subcategories question survey. The data results had an effective and descriptive coding done. The second survey represented the second cycle of emotional response. The emotional responses were then coded for effective and descriptive qualities. Finally, a meta-synthesis of the data results was completed with a convergent triangular pathway.

Description of Consent Procedures

The consent forms were included in the introduction of the survey. Obtaining consents from institutional and study participants followed Nova Southeastern University's protocol and complied with their Institutional Review Board (IRB) guidelines. Kvale (2007) explicated, "The informed consent will include informing the research subjects about the overall purpose of the investigation and main features of the design" (p. 27). Confidentiality was maintained with no identifiable data on the participants even if results are published.

Role of the Researcher

The researcher was an online facilitator of the selected focus group. The facilitator had been in the online forum with the focus group students since week-one of the class. The student focus group had met the facilitator in person when they came to the campus to do their on-site clinical rotations. The researcher was also the creator, producer, and deliverer of the online videos (see Appendix C).

Data Analysis

The students' perceptions of social presence and media richness was derived from two angles, the pragmatic and the emotional. The responses were then cross verified from the two sources for similarities and disparities regarding the social presence and

media richness theories. There were two phases to the data collection. First, theoretical points from each theory were extracted, and then participants reflected on how they perceived these areas.

Constructs related to social presence noted by various researchers include affective associations, instructor involvement, interaction intensity, and community cohesion (Whiteside, 2015). Constructs from media richness theory described how communication relationships are fostered by characteristics of visuality and theoretical video succinct presentations.

Theory triangulation pathway included results from the two-phase online survey from the identified focus group. Secondly, the responses were tabulated with (a) memoing emergent ideas, (b) Thematic classification of codes, (c) Assessing and Interpretation, and (d) Visualizing the data (Creswell and Poth, 2018). Whiteside (2015)

Smith, Flowers, and Larkin (2012) suggested a line-by-line review of the experiential responses and student suggestion. They contend this creates patterns from emergent responses that promote, “Convergence and divergence, commonality and nuance” (p. 79). Smith et al. further noted that a dialog is then created, “Between the researchers, their coded data” (p. 79). It was also asserted that the focus groups psychological knowledge of what this experience was like for them should also be examined for interpretive data and understandings. Moreover, this is a gestalt undertaking in that the interpretation of the triangulated responses will lead to better understandings of organized whole that is perceived as more than a sum of its parts (Smith et al., 2012). Saldana (2016) described causation coding and espoused, “Participant data about not just how but why particular outcomes come about” (p. 291). The students’ responses

represent their perceptions and constructs extracted from the social presence and media richness theories. The resulting data was causation coded. Farmer, Robinson, Elliott, and Eyles (2006) highlighted that data triangulation can lead to a multidimensional phenomenon of social presence and media richness being investigated.

Flick (2017) posited that triangulation could be seen as a strategy that adds an extension of extra knowledge when combining the first approach of data collection with the next creating a convergence of findings. Flick espoused that data triangulation can be seen as, “Steps building upon each other” (p. 54). Farmer et al. (2006) recommended comparing two sets of data results to highlight both similar and unique contributions to the research question. They further pointed out the goals of, “Ultimately creating a summary of the unified findings of the two data sets” (p. 387). Koster, Baars, and Delnoij (2016) recommended combining data sources and the content analysis of the data in four phases of coding, (a) element, (b) open, (c) axial, and (d) selective coding. Koster et al. described the creation of domains from the different data phases and then the creation of subdomains of how the data interacts with each other as well as concluded that a need exists for the domains to be prioritized. Flick (2017) espoused the advantages of triangulation to incorporate two or more instruments to measure variables to increase study validity.

Limitations

Creswell (2015) proposed, “Limitations are potential weaknesses or problems with the study identified by the researcher” (p. 197). It is recommended that a one-by-one enumeration should be done that can include; small sample size, errors in measurements, and general problems with data collection (Creswell, 2015). Flick (2017) noted that data

triangulation unfolds perspectives from different angles and cautions that professional and lay knowledge is needed for interpretation of different levels of practices. Renz, Carrington, and Badger (2018) asserted that triangulation of data can be seen as time-consuming. Although the data triangulation process promotes a more robust picture of this phenomenological subject, it incorporates a large amount of data from two different databases. Farmer et al. (2006) cautioned that threats to triangulation methods, such as assuring that the plethoric amounts of data have been analyzed with the same details, core, and theme coding. Subjectivity, therefore, can exist in how the data is analyzed and the direct or indirect relevance to the research question.

Threats to Validity

The chosen focus group was a small sample group of 17. Blair, Czaja, and Blair (2014) explained, “The level of sampling error is controlled by the sampling size” (p. 89). It was further illustrated however, that sample bias can be decreased by defining the population of interest prior to drawing the sample, as well as selecting a sample that represents the population and that the researcher can obtain as much data as possible (Blair et al., 2014). Saldana (2016) is emphatic about the need for accuracy in causal relation as well as coding of data and explained, “Coding is just one way of analyzing qualitative data, not the way” (p. 3). Therefore, the surveys will be delivered in an online pathway. Computer or Internet technical reception or problems answering the survey in the online format can be seen as external validity threats. The choice of triangulation, although progressive, explores multiple viewpoints and predisposes to poor converging of the data resource. The need existed, therefore, for meticulous data gathering and interpretation of data.

Chapter 4: Findings

Introduction

The International College of Health Sciences (ICHS), an online accelerated proprietary one-year ADN program, was the chosen site for this research study. The college accepts many applicable transfer credits from other higher education degree programs. This attracts foreign-educated physicians, chiropractors, and other candidates who have previous college degrees who then apply these credits to this accelerated program. Many of these professionals also have a secondary goal to then enroll in Family Nurse Practitioner (FNP) programs. As a 30-year practicing nurse with eight-years of experience as a traditional didactic, clinical, and simulation instructor, there was initially great enthusiasm to embrace the technology-driven online education nursing programs. The distance learners at ICHS came to the college campus to do their mandatory simulation and clinical rotations. It was these direct exposures that provided the direct feedback from them that propelled this researchers' dissertations thesis. Some of the problems that were identified by the online students were the lack of identity with their online instructors and frustrations with grasping advanced nursing concepts. Ironically, these were also shared feelings experienced by this researcher as a facilitator to these students. This prompted research and discovery pathways that resulted in this study finding the foundational theories that supported the creation of the facilitator-created subject-specific videos.

An extensive scholarly literature review was completed by this researcher that incorporated the databases from the Nova Southeastern resource library and ProQuest dissertation examples. Search engines of adult learner, online nursing education, social

presence, and online videos were some of the robustly explored keywords. This resulted in finding the foundational theories of Short et al. (1976) Theory of Social Presence and Daft and Lengel's (1986) Media Richness Theory. Short et al. explained their premise that salience is a defining element of successful engagement. It was further explained that concepts that connect to an individual would promote recognition and become significant (Short et al., 1976). Daft and Lengel's Media Richness Theory suggested visual stimulation mainly face-to-face communication is a key to engagement.

Research into other online educational studies also supported the need for a social presence that could be enhanced by facilitator visual input and therefore student recognition. Other substantive resources on making online educational videos were also incorporated in the techniques of video creation and the dissertation writing. This researcher decided to then create facilitator-created subject-specific videos to assist the online nursing student. The following is the foundational pathway of this dissertation.

ICHS online resources. At the beginning of the online class at the ICHS, the students received and reviewed an online-presented syllabus of the weekly content and assignments to be covered during the twelve-week online course. Included in the advanced medical-surgical nursing online class are critical health and nursing presentations such as cardiac abnormalities and cirrhosis of the liver. One of ICHS mandatory educational resources is The Assessment Technologies Institute (ATI) hard copy and e-books. This substantive and college supported educational material was the major information resource for the video prepared scripts of this dissertation. Videos were then created that followed the critical care topics from the syllabus (see Appendix C).

The Video Creations

Many attempts were made to create the videos with hand-held mobile devices that resulted in this researcher's findings that holding the device vertically with a steady hand but not on a tripod, let the videographer follow the facilitator better. A goal of five-to-seven minutes was established for the length of the videos after researching optimum attention spans of adult learners. Greeting the students at the beginning and end of the videos, direct eye contact, multiple hand gestures, forward-leaning posture, interactive, colorful smart board backgrounds, affective emotions, such as smiles, and facial gestures were incorporated. All of these video elements were supported by the researcher's robust literature review.

Video Immersion Online

Each week at ICHS, the advanced medical-surgical nursing class had discussion assignments. The college had an online learning management system, called NEO, which provided the forum for the weekly questions and discussion responses. The International College of Health Sciences (ICHS) had a formal YouTube account. The facilitator-created subject-specific videos were directly linked into each week's course lessons. The videos were also available on the college's YouTube account so each video has its own accessible and identifiable URL link. The participants could, therefore, go to the YouTube account at any time and also view the videos. In addition, they could close caption the videos this way. The weekly mandatory discussion forum was decided by this researcher with the agreement of the college to be the platform where the videos would be immersed. The topics of the videos corresponded to the syllabus and advanced medical-surgical nursing critical thinking subjects with the college's critical thinking

goals of one concept building upon the other previous critical care presentation. The ICHS educational platform includes students' mandatory weekly 150-300-word direct responses to the discussion topic (the weekly critical care presentations) questions. Furthermore, there are also mandatory cohort group responses of 75-150 words for interactive group participation.

In regards to the weekly online critical care topics i.e., the following were included, perioperative nursing, Lupus, HIV, Cancer, Blood Transfusion, Pneumothorax, Chest tube proficiency, Overview of the heart conduction, heart failure, EKG, Pacemaker, Ventricular Rhythms, Cardioversion Defibrillation, Autonomic Dysreflexia, Parkinson's, Seizure Epilepsy, Alzheimer's Disease, Muscular skeletal disorders, Inflammatory bowel syndrome, hypothyroidism, thyroidectomy, diabetes, peritoneal dialysis, and hemodialysis (see Appendix C).

Pilot Surveys

To gain perspectives prior to the actual study, a pilot administration of the surveys questionnaires was done with the college's permission to establish study validity. The respondent reaction to question forms and order were evaluated. The pilot survey facilitates the researcher choice of analysis.

The finished videos were added to each weekly discussion questions in an advanced medical-surgical online class that had just started. Four advanced online nursing medical surgical students were asked for a voluntary unofficial trial survey feedback. Three Ph.D. individuals assisted this researcher in the creation of preliminary survey questions that included pragmatic and emotional focused closed, open-ended, and percentage rating questions. The preliminary trial surveys harvested excellent feedback.

One of the students did not answer the questions correctly, so a suggestive directive of how to answer the survey questions was inserted for future application (See Appendix A).

The Study Begins

Institutional Review Board (IRB) approval was then obtained from Nova Southeastern University for the study to officially move forward. The next advanced medical-surgical class that ran from June 23rd to September 14th, 2018 was then selected as the study's convenience sampling group. The college owner also agreed to the progression of the official study. The Nova Southeastern University official participant letter for anonymous surveys was submitted into week-two of the convenient sampling group by the ICHS director of the online program. The convenient sampling group consisted of 17 participants, 7 males, and 10 females in this 12-week advanced medical surgical nursing class (see Figure 6) with ages ranging from 22-50 years old. The participants consisted of seven foreign-educated physicians, five Licensed Practical Nurses (LPNs), two American Chiropractors, two non-nursing educated Bachelor of Science degree individuals, and one Patient Care Technologist (see Table 1).

Demographics of the Study Participants

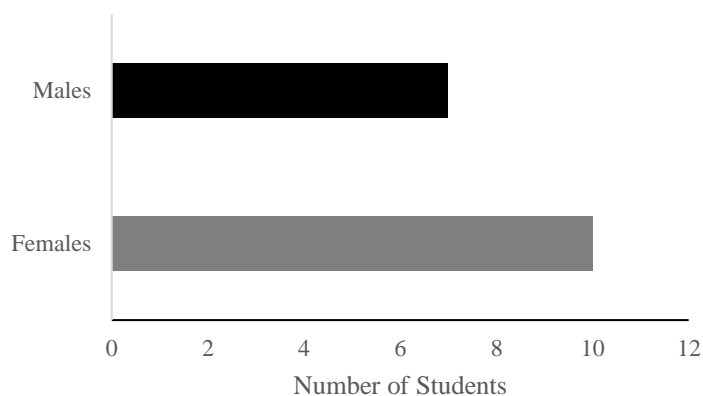


Figure 4. Study Participants by Gender.

Table 2

Demographics of Participants

Demographics	# of Students
Males	7
Females	10
Foreign Educated Physicians	7
Licensed Practical Nurses	5
American Chiropractors	2
Bachelor of Science Degree Participants	2
Patient-Care Technologist	1

What the participants saw online. As previously mentioned, the participants saw a weekly online directive with the accompany video that they could then click on (see Figure 5 & 6).

View the following video's below presented by Professor Marcus and discuss priority nursing interventions for patients having ESRD and applications of Hemodialysis and/or Peritoneal Dialysis



Figure 5. A Weekly Online Directive.

Advanced Medical Surgical A (Jun 23 to Sept 14, 2018)

Week 3-Care of Patients with Cancer Related Disorders

Weekly Discussion

Assignment Discussion Grades Analytics Grading scale Use rubric Completion Score rules Personalize

Instructions

Instructions:

View the following video below presented by Professor Marcus, Please use information from your ATI and textbook readings for your **FIRST** response (citations and references, please) in 200-300 words by Wednesday before midnight. Second posting of at least 75-150 words to a classmate by Friday before midnight (your thoughts) adding information, clarifying or gentle disagreements. The discussion and response threads are used for attendance purposes. If you do not submit the assignments on time, you are marked absent for that day.

Cancer Related Diagnosis and End of Life

Choose 1:

Assignment edit

Type: Discussion

Max score: 25

Weight: None

Grading: Normal

Category: Assignments(DQ etc)

Schedule ungive

Start: Jul 6, 6:47 pm

Due: Jul 13

Given: Jul 6

Grading gradebook

Figure 6. Sample Week Three Online Discussion Questions. Screenshot of what the participants saw on the online forum. The directions to the students include reference to the subject-specific videos and mentions the familiar facilitator seen in the video.

Screenshots

Here are sampled screenshots of the facilitator-created subject-specific videos from the online class forum (see Figures 9-33). Students were able to watch the videos

asynchronously and as often as they wished. Furthermore, they could go to the college YouTube account and watch the videos using closed-caption. This was of particular interest to the foreign-educated, bi-lingual physicians or those who wished to get text affirmation of the material presented in each five-seven-minute segment.



Figure 7. Professor Marcus' Video Presentation on Preoperative Nursing Taken from: Marcus, J. (n.d). Preoperative Nursing Immersed Week One in Neo Online College Forum [Photograph]. Retrieved from <https://www.youtube.com/watch?v=uNib1-JMwBs>. Copyright 2017 by Jamie Marcus.



Figure 8. Professor Marcus' Video Presentation on Lupus. Taken from: Marcus, J. (n.d.). Lupus Immersed Week Two in Neo Online Forum [Photograph]. Retrieved from <http://www.youtube.com/watch?v=vt97NjgOlxo>. Copyright 2018 by Jamie Marcus.

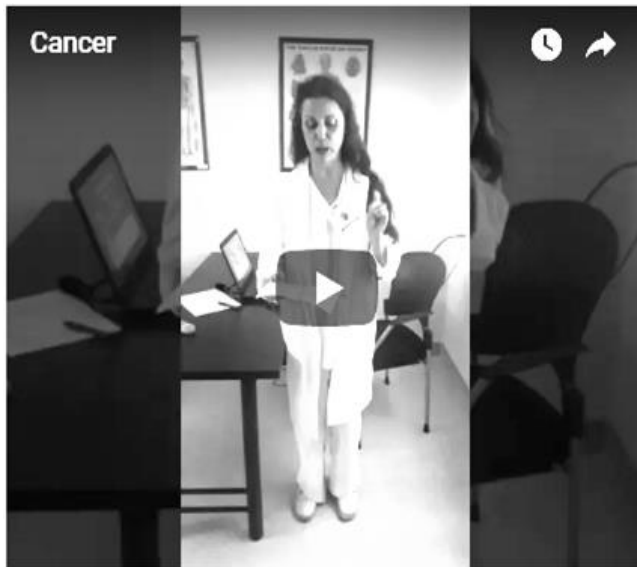


Figure 9. Professor Marcus' Video Presentation on Cancer. Taken from: Marcus, J. (n.d). Cancer Immersed Week Three in Neo Online College Forum [Photograph]. Retrieved from <https://www.youtube.com/watch?v=4AIUdwOR4l0>. Copyright 2018 by Jamie Marcus.



Figure 10. Professor Marcus Video Presentation on HIV. Taken from Marcus, J. (n.d). HIV Immersed Week Two in Neo College Forum [Photograph]. Retrieved from <http://www.youtube.com/watch?v=OnoHO0mb3m8>. Copyright 2017 by Jamie Marcus.



Figure 11. Professor Marcus' Video Presentation on Blood Transfusion. Taken from: Marcus, J. (n.d). Blood Transfusion Immersed Week Three in Neo Online College Forum [Photograph]. Retrieved from <https://www.youtube.com/watch?v=vt97NjgOlxo>. Copyright 2017 by Jamie Marcus.



Figure 12. Professor Marcus' Video Presentation on Pneumothorax. Taken from: Marcus, J. (n.d). Pneumothorax Immersed Week Four in Neo Online College Forum [Photograph]. Retrieved from <https://www.youtube.com/watch?v=IMMwf46xVg0>. Copyright 2017 by Jamie Marcus.



Figure 13. Professor Marcus' Video Presentation on Chest Tube Proficiency. Taken from: Marcus, J. (n.d). Chest Tube Proficiency Immersed Week Four in Neo Online College Forum [Photograph]. Retrieved from <https://www.youtube.com/watch?v=d30Sft3ZAxM>. Copyright 2017 by Jamie Marcus.



Figure 14. Professor Marcus' Video Presentation on Overview of Heart Conduction. Taken from: Marcus, Retrieved from <https://www.youtube.com/watch?v=mzVP72P9I78>. Copyright 2018 by Jamie Marcus.



Figure 15. Professor Marcus' Video Presentation on Heart Failure. Taken from: Marcus, J. (n.d.). Heart Failure Immersed Week Five in Neo Online College Forum [Photograph]. Retrieved from <https://www.youtube.com/watch?v=P4xQfzMQXkY>. Copyright 2017 by Jamie Marcus.

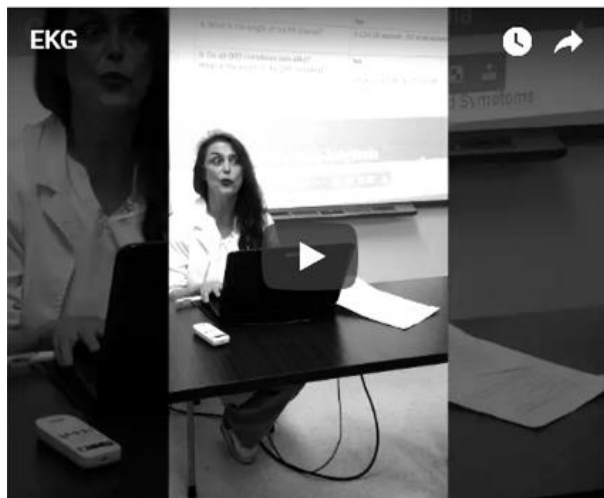


Figure 16. Professor Marcus' Video Presentation on EKG. Taken from: Marcus, J. (n.d.). EKG Immersed Week Five in Neo Online College Forum [Photograph]. Retrieved from <https://www.youtube.com/watch?v=QxIWQiYgbxU>. Copyright 2018 by Jamie Marcus.



Figure 17. Professor Marcus' Video Presentation on Pacemaker. Taken from: Marcus, J. (n.d.). Pacemaker Immersed Week Five in Neo Online College Forum. [Photograph]. Retrieved from <https://www.youtube.com/watch?v=2kI0Ns8SRLM>. Copyright 2018 by Jamie Marcus.

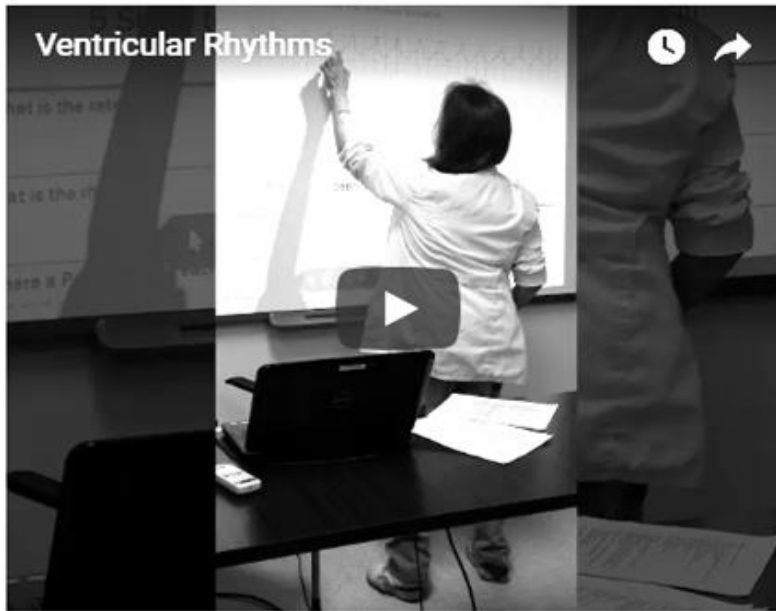


Figure 18. Professor Marcus' Video Presentation on Ventricular Rhythms. Taken from: Marcus, J. (n.d.). Ventricular Rhythms Immersed Week Five in Neo Online College Forum [Photograph]. Retrieved from <https://www.youtube.com/watch?v=uozahdhrV3o>. Copyright 2018 by Jamie Marcus.



Figure 19. Professor Marcus' Video Presentation on Cardioversion Defibrillation. Taken from: Marcus, J. (n.d.). Cardioversion Defibrillation Immersed Week Five in Neo Online College Forum [Photograph]. Retrieved from <https://www.youtube.com/watch?v=Nv03xjs2qCc>. Copyright 2018 by Jamie Marcus.



Figure 20. Professor Marcus' Video Presentation on Seizures and Epilepsy. Taken from: Marcus, J. (n.d.). Seizures and Epilepsy Immersed Week Six in Neo Online College Forum [Photograph]. Retrieved from <https://www.youtube.com/watch?v=409tl1kygD0>. Copyright 2018 by Jamie Marcus.



Figure 21. Professor Marcus' Video Presentation on Autonomic Dysreflexia. Taken from: Marcus, J. (n.d.). Autonomic Dysreflexia Immersed Week Six in Neo Online College Forum [Photograph]. Retrieved from https://www.youtube.com/watch?v=JbWgtNU_vuQ. Copyright 2018 by Jamie Marcus.



Figure 22. Professor Marcus' Video Presentation on Parkinson's Disease. Taken from: Marcus, J. (n.d.). Parkinson's Immersed Week Six in Neo Online College Forum [Photograph]. Retrieved from <https://www.youtube.com/watch?v=XvoYFQAewbY>. Copyright 2018 by Jamie Marcus.



Figure 23. Professor Marcus' Video Presentation on Alzheimer's Disease. Taken from: Marcus, J. (n.d.). Alzheimer's Disease Immersed Week Six in Neo Online College Forum [Photograph]. Retrieved from <https://www.youtube.com/watch?v=xLkKQMHaUpM>. Copyright 2018 by Jamie Marcus.



Figure 24. Professor Marcus' Video Presentation on Muscular Skeletal. Taken from: Marcus, J. (n.d.). Muscular Skeletal Immersed Week Seven in Neo Online College Forum [Photograph]. Retrieved from <https://www.youtube.com/watch?v=8yxQKTtII9o>. Copyright 2017 by Jamie Marcus.



Figure 25. Professor Marcus' Video Presentation on Inflammatory Bowel Syndrome. Taken from: Marcus, J. (n.d.). Inflammatory Bowel Syndrome Immersed Week Seven in Neo Online College Forum [Photograph]. Retrieved from <https://www.youtube.com/watch?v=Rih5aIefyR0>. Copyright 2018 by Jamie Marcus.



Figure 26. Professor Marcus' Video Presentation on Liver Disorders. Taken from: Marcus, J. (n.d.). Liver Disorders Immersed Week Seven in Neo Online College Forum [Photograph]. Retrieved from <https://www.youtube.com/watch?v=joaIT1ULLg>. Copyright 2018 by Jamie Marcus.



Figure 27. Professor Marcus' Video Presentation on Hypothyroidism. Taken from: Marcus, J. (n.d.). Hypothyroidism Immersed Week Eight in Neo Online College Forum. Retrieved from <https://www.youtube.com/watch?v=2mS8g9NPxq4>. Copyright 2017 by Jamie Marcus.



Figure 28. Professor Marcus' Video Presentation on Thyroidectomy. Taken from: Marcus, J. (n.d.). Thyroidectomy Immersed Week Eight in Neo Online College Forum. Retrieved from <https://www.youtube.com/watch?v=1ltv7tWYOos>. Copyright 2017 by Jamie Marcus.



Figure 29. Professor Marcus' Video Presentation on Diabetes. Taken from: Marcus, J. (n.d.). Diabetes Immersed Week Eight in Neo Online College Forum. Retrieved from <https://www.youtube.com/watch?v=2PXT3wX9tvU>. Copyright 2018 by Jamie Marcus.



Figure 30. Professor Marcus' Video Presentation on Peritoneal Dialysis. Taken from: Marcus, J. (n.d.). Peritoneal Dialysis Immersed Week Nine in Neo Online College Forum [Photograph]. Retrieved from <https://www.youtube.com/watch?v=B1WaFl5s0dc>. Copyright 2017 by Jamie Marcus.

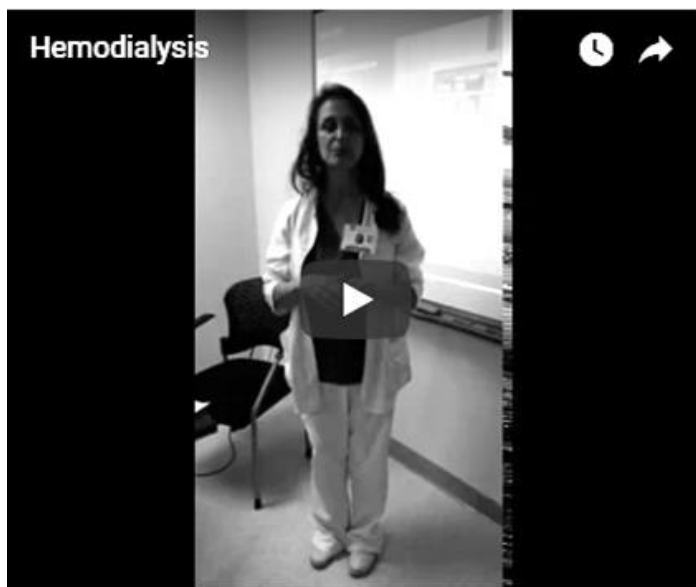


Figure 31. Professor Marcus' Video Presentation on Hemodialysis. Taken from: Marcus, J. (n.d.). Hemodialysis Immersed Week Nine in Neo Online College Forum [Photograph]. Retrieved from <https://www.youtube.com/watch?v=YXJw5PjOrtY>. Copyright 2017 by Jamie Marcus.

The decision to apply a triangulation methodology. The decision to implement a triangular methodology was made to obtain new ways of thinking about online education, particularly advanced healthcare topics. The previous ICHS online discussion modules were presented in a strict format without stimulation of social presence or

media. The literature review was informative but also prompted the research for overarching areas of understanding. The application of pragmatic and emotional surveys produced strong angular themes that could be enhanced by the thorough deductive analysis that triangulation methodology affords. The documentation and interpretation of pragmatic and emotional survey questions coupled with two theoretic foundations to form the triangular third perspective were the methodological goals of this research.

The Surveys

Two surveys were administered to the selected advanced medical-surgical online class. The survey instruments which were previously mentioned, assisted outside panels of Ph.D. level experts and were submitted to the participants in week-10 of their online class after all of the videos had been viewed. The ten-question survey, which was also referred to as the pragmatic survey, (see Table 2). The other survey represented the emotional responses of the participants and these emotional responses were coded for affective and descriptive qualities. Finally, a meta-synthesis of the data results was applied with a convergent triangular pathway to develop new points.

Pragmatic survey. The pragmatic survey served to evaluate the effectiveness of the subject-specific videos that were put into each week course assignment in an adult online advanced medical-surgical class (see Table 2). Ten questions were asked, of which three of the questions provided insight into the overall use of the videos/test preparation. The responses were recorded as yes or no and the results indicated that the students had an overall positive perception of the use of these videos. The responses given on the initial three questions about the overall use of the videos/test preparation demonstrated that students perceived the videos as a useful addition to their education. Of the 17

students that participated in the survey, 100% deemed that the delivery of information using five-and seven-minute videos was advantageous. A total of 94% of the participants indicated that they would like to have weekly facilitator created videos in all of the cases. Moreover, 88.24% of the students considered the videos to include enough direct applicable information to assist with their test preparation.

The remaining questions related to the quality of the professor's presentation. The positive perception of the responses ranges from 76.47 - 88.24%. Based on the results, the effect of facial gestures assisting with interest had the lowest positive perception of 76.47% and the professor's movements had an 82.35% positive perception. It was revealed that (a) eye contact, (b) cordial welcomes, (c) parting comments, (d) background pictures and animations, (e) explanations, and (f) examples were perceived positively by 88.24% of the students.

Figure 32. pragmatic survey questionnaire. The pragmatic yes/no survey questions were selected to assess the reflective angles of the student's experience. The bar graph summarizes the yes/no responses and their relationships to the ten pragmatic questions (see Figure 34). Highlights of the bar graph are illustrated in four of the questions. For question 2, did the professor's knowledge make a difference in your experience? There was a total of 16 yes responses and one no. Question 3 asked, was the delivery of information using the five-to-seven-minute videos advantageously received? Results indicated 100% yes responses. In regards to question 5, did the professor's facial gestures assist with your interest in the videos? This was shown to have the most negative "no" responses. Lastly, question 10 posed, would you like to have weekly facilitator created videos in all of your classes? Results indicated 16 out of 17 yes responses with

one no. The balance of the questions regarding eye contact, hand gestures, politeness, applicable test information, and background picture, received between 14 and 15 yes responses (see Figure 32).

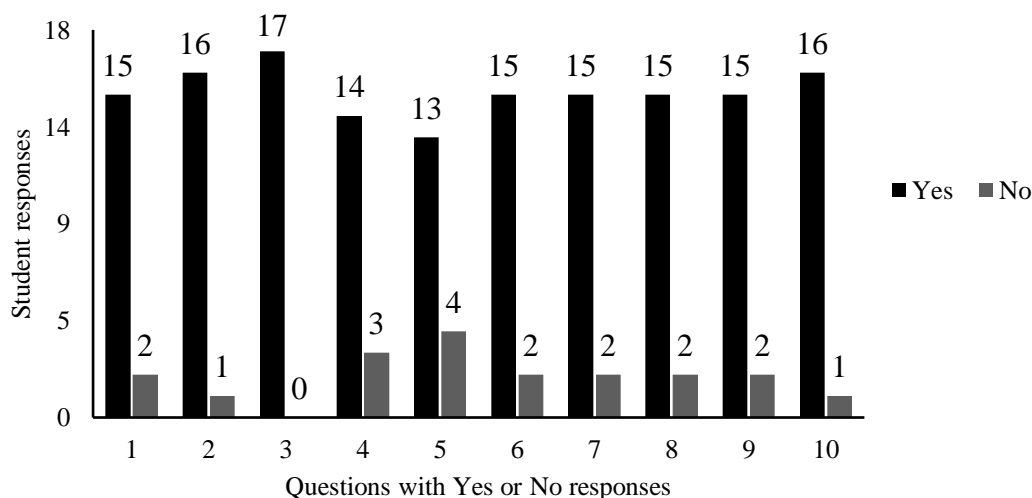


Figure 32. Pragmatic Survey Questionnaire. The pragmatic yes/no questions were selected to assess reflective angles of the student's experiences.

Emotional survey. The emotional survey was administrated to the students to give them an opportunity to provide written and qualitative responses to five questions (see Appendix D). The responses were assessed using the qualifiers, (a) 'negative,' (b) 'somewhat negative,' (c) 'somewhat positive,' and (d) 'positive.' Answers that could not be accurately assessed were omitted. The responses to the first question, "what are your feelings about the facilitator created subject-specific videos?" was 82.35% positive. The remaining responses that were qualified as somewhat positive, somewhat negative, and negative were each valued at 5.88%.

Table 3

Pragmatic Survey Questionnaire

17 students were asked the following questions:	Yes	No	Positive Perception Percentage
Did the professor's explanations and examples using videos make a difference in	15	2	88.24
Did the professor's knowledge make a difference in your experience?	16	1	94.12
Was the delivery of information using 5 and 7 minute videos advantageous?	17	0	100.00
Did the professor's movements such as hand gestures, help increase your interest in the videos?	14	3	82.35
Did the professor's facial gestures assist with your interest in the videos?	13	4	76.47
Did the professor's eye contact assist with your interest in the videos?	15	2	88.24
Did the professor's cordial welcomes and parting comments enhance your experience?	15	2	88.24
Did the background pictures, or animation behind the professor's delivery information?	15	2	88.24
Did the videos include enough direct applicable information to assist with your test preparation?	15	2	88.24
Would you like to have weekly facilitator created videos in all of your classes?	16	1	94.12

The data indicated that the videos were effective and useful. The responses to the question, “as a result of watching these videos, did your retention/recall of the material increase?” resulted in 31.5% of the students reporting their retention/recall increased to 75% to 100%. A total of 25% of the students felt that it increased by 50% to 75%. A total of 37.50% of the students felt their retention and recall increased by 25% to 50%. A total 6.25% of the students felt it increased by 0% to 25%. Overall, it appears the videos did assist in retention and recall. The varying amount by how much retention and recall increased can be attributed to one’s ability to assess themselves.

The third question asked, “Was the short-animated lecture by your professor engaging to you?” Results revealed 87.50% positive responses, whereas a total of 12.50% of the students responded negatively. The results for this question provide additional support to the pragmatic survey questions that related to the quality of the professors’ presentations. The fourth question was, “was it like a real classroom lecture?” This question had a 64.71% positive response, whereas a total of 29.41% had a somewhat positive response, and 5.8% of the responses were negative. Essentially, approximately 93% of the students somewhat positively or positively considered the videos to be similar to a real classroom lecture. The last question, “did seeing your professor online in the weekly videos increase feelings of connectivity with your instructor?” The responses for positive, somewhat positive, somewhat negative, and negative were, 37.5%, 37.5%, 18.75%, and 6.24%, respectively. Though a majority of the students (approximately 75%) had a somewhat positive or positive response, the variation in the data lacks compelling results needed to provide a conclusive statement. The emotional survey question responses are summarized (see Appendix D).

The emotional survey results were given pre-themed codes of negative, somewhat negative, somewhat positive, positive, and omitted. Some emergent themes derived from these responses included, (a) insightful, (b) informative, (c) helps retention, (d) enhances, (e) personalizes, (f) visual focus, (g) effective, (h) helps with preparation, (i) synthesizes important material, (j) felt like the facilitator was there, and (k) felt like a real class. Super-ordinate themes that came from this included visual focus and teacher presence (see Appendix D).

Thematic Coding of the Survey Data

Smith, Flowers, and Larkin (2012) explained that researcher dialog could be established by properly coding data. The emotional responses were coded three-ways by utilizing a memo method. This included a first initial noting, followed by emergent themes, and then superordinate themes. This line-by-line assessment is supported by Flowers, and Larkin (2012) to find patterns/keywords from emergent responses and is explained as a Gestalt approach representing the whole result of data. Super-Ordinate Themes were derived from the emotional responses. They included a participant visual focus identification and a teacher presence association. Other super-ordinate themes were gratitude for the videos and material support from the curriculum. Media richness theory was supported with responses of assistance with visual learners with remarks of better than just reading, made challenging material clear. There were also remarks of frustration with the screen not being clear and should have been sooner (see Table 3). The theoretical points from the chosen methodologies with the emotional survey data were correlated. The super ordinate themes are short phases and statements taken from the data processing of the first noting, emergent, and the final super ordinate analysis. This

comparison validates this study's triangulated methodologies with the resulting essence of the student responses (see Table 4 & 5).

Data analysis pathways of the surveys. Merriam and Tisdall (2016) posited that the goals of data analysis, is to make sense of the inputted information. The analysis and synergy of the pragmatic and emotional responses were to find the common threads to draw outcome conclusions for future assessments.

Thematic assessment pathways. Glesne (2016) explained that qualitative researchers make connections and explained this is part of the analysis of the data or data transformation. It was further illustrated that this is where the researcher identifies critical factors and essential features of the study (Glesne, 2016). Richards (2015) promoted the identifying of specific phrases and certain patterns of words and how they appear in the data responses. It was additionally suggested that the researcher checks their patterns for relevance to the theoretical focus and that Glesne is correct in regards to matrices assisting with cross-tabulation (Richards, 2015). This is advantageous with this triangular studies convergence of two theoretical vantage points. A triangular analysis of the emotional emergent themes with the support of each triangulated theory was then done (see Figure 35). The documentation and interpretation of pragmatic and emotional survey questions coupled with two theoretic foundations to form the triangular third perspective are the methodological is the perceptual triad of this methodology.

Table 4

Emotional Responses Detailed Thematic Analysis

First coding/Initial noting	Emergent themes	Super ordinate themes
Should have been sooner	Informative	Visual focus
Informative		
Aligned with course objective	Helps retention	
Informative type of learner		
Assists with visualizing bodies	Enhances	
Enhances Study		
Screen not clear	Personalizes	
Better than just reading		
Informative and helped	Visual focus	Teacher presence
Retention		
Helpful	Effective	
Great		
Effective	Helps	
Grateful for videos		
Made challenging material	Preparation	
Clearer		
Assist to digest information	Synthesizes important	
Visual learner	material	
Teacher facilitator expert		
Great		
Helped preparation	Felt like facilitator was	
Like a Real Class	there	
Better than just reading a book		
Creative and knowledgeable	Felt like a real class	
Synthesizes important material		

Table 5

Social Presence Theory

Theoretical point	Relating supporting data from surveys
Degree of Salience from Human interaction	Recognition of a familiar teacher
	A video made just for them

Table 6

Media Richness Theory

Theoretical point	Relating supporting data from surveys
Matching media to the students' task information needs	Five-to-seven minutes in length Creative visual focus

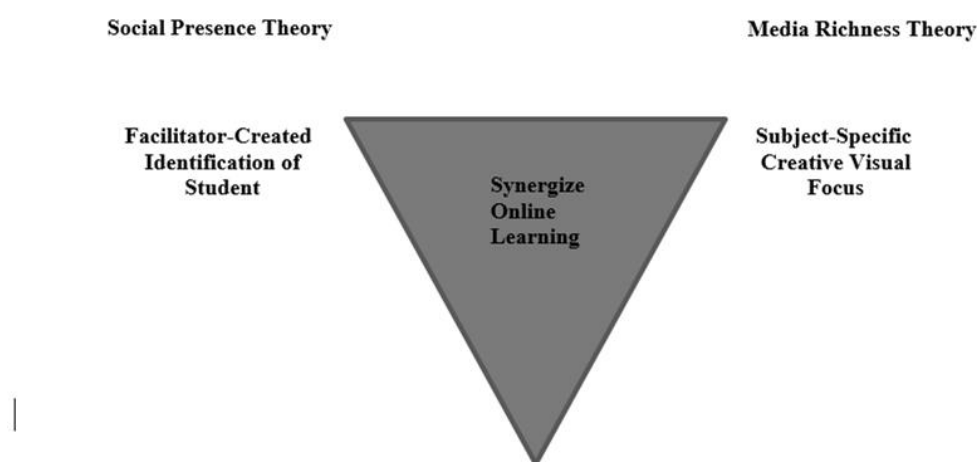


Figure 33. Theory Model. This model illustrates how this dissertation has two angular points, the emergent themes from the pragmatic and emotional surveys and the third navigation point that leads to the praxis of online synergy. The synergy of online learning is the third triangular point validated in this study.

Delimitations

Glesne (2016) espoused that delimitations of a study can represent the research boundaries on what was not addressed. This was a single-class study and there was no budget allowance for the video production. It was the first online video endeavor of the college, in which only one facilitator participated. Hand-held mobile devices were incorporated for the videos and there was no professional sound or lighting explicitly done for the videos. Edmonds and Kennedy (2017) posited the qualitative researcher applies words to follow a mostly (a) inductive assessment, (b) evaluation, and (c)

interpretation of things in their setting. Brink (1991) explained that qualitative research measurements represent a series of the researchers interpretations and judgments about the truthful representation of collected information and how this compares to what was known previously. It was further espoused that constant errors in qualitative research findings can be related to the respondents' desired social response that may be true or not true (Brink, 1991). It was also espoused that bias is an accepted aspect of this research process (Edmonds & Kennedy, 2017). Possible personal bias is possibly secondary to the researcher also being the creator, producer, and presenter of the videos.

Conclusion

Richards (2015) suggested that triangulation attempts to calibrate readings with two known positions to find the third discovery. The pragmatic surveys on the length of the videos of five-to-seven minutes score a positive 100% response. The question exploring the facilitator knowledge base and the desire to have the videos weekly in all of their online classes also scored greater than 90% positive perception result. The emotional surveys yielded familiarity and individual social presence identifications along with media richness foundations of agreement of length of video and visual focus (see Appendix D). This impetus for this dissertation came from direct feedback and personal experiences as a new online educator.

Both the online students and this facilitator felt the same frustrations and sense of alienation and engagement to each other. This dissertation research hopes to succeed in finding a new understanding of what online education represents and how to improve the delivery of information especially in critical care and advanced course topics being administered this way. The explanation of how this study was inspired, created,

undertaken, and interpreted assists with future substantive studies of the phenomenological experiences of adult nursing students' perceptions of social presence with facilitator presence in subject-specific online nursing courses.

Chapter 5: Discussion

An extensive literature review yielded the social presence and media richness theories as the theoretical foundational basis for this study. Short et al. (1976) posited that social presence is contingent on the communication medium that is selected. Furthermore, it was explained that there is a need for realism and personal touch to capture the viewer's degree of salience (Short et al., 1976). Daft and Lengel's (1986) Media Richness Theory espoused a robust embracing of media expression, which includes (a) exploring the complexity of cues, (b) gestures, (c) tone, (d) the pace of voice, and (e) body inflection. Lowenthal and Ice (2016) explained the codependence of social presence and media stimulation. It was posited that a higher instructor persona is created for learner needs of salience and engagement (Lowenthal & Ice, 2016).

Validation of thesis statement and research questions. This study's thesis statement and research questions pose the significance of immersion of weekly facilitator-created subject-specific videos into adult online nursing courses. The independent variables for this study are the online student's experience, and the dependent is the videos.

Review of research questions. The concluding findings of the study are presented with a reflection of the original research questions and supporting results from the extensive literature review.

Research question 1: What are students' perceptions of how facilitator-created subject-specific videos impact social presence in online course delivery?

Research conducted by Wieling and Hoffman (2010) supported the correlation of viewing online lectures and improved student performance. Aspects of the video

instruction including the understanding of the cognitive processing of sight and sound together have been shown to promote active learning (Kizilcec, Bailenson, & Gomez, 2015; Mayer, 2005). Tu and McIssac (2002) espoused that plain text may fall short for students with decreased levels of stimulation and ambivalence of facilitator meaning. An active online facilitator was additionally promoted to equate a sense of presence to the online student and how this helps draw the student from their inner secluded online environment to the outside world. Anderson, Rourke, Garrison, and Archer (2001) implied that the teacher's presence creates shared learning and a personal meaning for the student. Online instruction has been shown to be associated with the processing of cognitive thought combined with doctrines of educational and social presence (Swan, Richardson, Ice, Garrison, Cleveland-Innes, & Arbaugh, 2008).

Research Question 2: How do students' perception of social presence in facilitator-created subject-specific videos impact on video production.

Johnson, Trabelsi, and Fabbro (2011) suggested establishing digital resource academic libraries and that this is part of the new global lens for educational dissemination. Dong and Poh (2015) posited that today's students are digitally driven and espoused on the advantages of videos for learning as well as the autonomy they give the student viewer to fast-forward or reply certain sections for clarification.

Gaps in the Knowledge

In this study facilitator-created subject-specific videos were presented, responses to two surveys pragmatic and emotional were collected and analyzed. The analysis supports what other have also assessed. Allison and Rehm (2016) explained, that online educators' need to enhance their practice from the delivery of information to the

reproduction of the essence of a real face-to-face traditional classroom student experience. Giannakos et al. (2014) posited there is no present consolidated resource for video educational learning. Gormley (2013) concluded, that accommodations' need to be made secondary to expanding shifts to computer-based technologies in nursing education from previous conventional presentations of programs and assignments.

Triangular data analysis. A triangular approach to the data analysis to capture the essence of the online student experiences was applied for this study. Thurmond (2001) explained the historical navigational origins of theories of triangulation and the goals of applying two points to locate the position of a third point to finish the triangle. Carter et al. (2014) promoted that the theoretical qualitative triangulation paradigm involves applying multiple theories to analyze and interpret data to understand perspectives of phenomena. The co-joined perspectives and vantage points of the theories of social presence and media richness can hopefully assist with this program and other higher education online programs. Burr (1998) promoted the results of the multiple data sources for a methodological triangulation study on family members in critical care needs. It was also asserted that the study provided a more in-depth perspective of the unique experiences of family members. It additionally provided the previously unaddressed underpinning of the critical care families' and hospital units' perception of the needs of their situation. Moreover, it was conveyed that the studies qualitative data served the purpose of completeness by providing a more contextual representation of needs and therefore greater depth of understanding of the whole construct including areas of convergence and divergence (Burr, 1998).

Brink (1991) explained that pragmatic validity which was seen with triangulation studies promote a more robust comparison of data. It was further suggested that the concatenation of data with analysis of condensation, extrapolation, and modeling are the goals of even verbatim data, so the reality of the collection result is not lost (Brink, 1991). Farmer et al. (2006) explained that due to the abundance of data attained with triangulation methods, it is critical for a researcher to have astute attention to detail and objective analysis to assure support of the original research questions. The pragmatic and emotional surveys for this study yielded a plethoric amount of rich data that included percentage ratings and emergent theme interpretations. Glesne (2016) related that matrices are particularly helpful for identifying patterns. Numerous tables, charts, and a bar graph assist this researcher's goal of robust data collection.

Insights of respondents. The respondents' pragmatic and emotional surveys yielded overall, positive outcomes. Some thematic concepts included, (a) synthesizes important material, (b) felt like a real class with a facilitator, (c) strong visual focus, (d) personalizes, (e) enhances, and (f) informative. Emotional responses also ran the gamut from, should have been sooner, grateful, to screen not clear. Harrison (2015) explained the need for quality production of online videos for courses with concise content and high-quality production.

Helpful research for this study. Cook and Schofeld (2017) promoted that online students need to perceive and identify teachers as people and online personalities. This includes the skills of a video presenter with speaker articulation and kinesthetic movements in the delivery of information. McClean and Sushman (2016) illustrated the application of pre-recorded videos and the autonomy and immediacy this gives the adult

learner. Vella (2002) revealed that adult learners thrive with stimulation of their cognitive, affective, and psychomotor learning pathways. Furthermore, it was explained that adult learner audiences excel with instructor respect and collaboration to capture these busy learners time and engagement. Murray, Perez, Geist, and Hedrick (2013) promoted concepts of online autonomy for students and how this leaning is basically student controlled. Success was also revealed; therefore, it is achieved with material that is significant, exact, and with a consummate tight content presentation format (Murray et al., 2013).

Training in video production. Online facilitators need training in the production of videos and budgets need to include this training. This research shows some participant frustration with sound and visual presentation with a hand-held mobile device. This included comments on the need to view more than once to obtain pertinent information. Aparicio, Biacao, and Oliveira (2016) suggested *e-learning*, which is empirically a combination of learning and technology. The adding of technologically driven videos that promote a quick animated reception, perceptions of sensorial, familiarity, and kinesthetic awareness concurs, enhances, complements, and stimulate these constructs.

Online persona/personality training. The facilitators need to be trained in online video production elements and how to convey social presence. This includes (a) speech resonance, (b) pace, and (c) articulation. Online facilitators need to practice how to include the kinesthetic presence of hand gesture and body positioning and movements during the subject-specific videos. Sopczyk, Doyle, and Jacobs (2008) explained that losses in electronic communication of facial expression and even body posturing could miss the educational message intent.

Multi-media video presentations. Mayer (2012) posited the advantages of multi-media learning that includes auditory and visual stimulations. This study affirms this in the respondents' recognition of the video inter-active and colorful backgrounds.

Studying the five-to-seven minute rule of online engagement. Harrison (2015) explained that online video construction should be below ten minutes in duration. Korkut et al. (2015) supported this with their promotion of video length no more than six minutes. This concurs with prevailing respondent pragmatic and emotional survey results from this study.

Study the visual eye rule of thirds. Cassidy (2016) posited that online video composition should fit into a third of the screen for eye object and visual balance. Dong and Poh (2015) espoused that before educators produce their videos, that achievement of a working knowledge of video production should be accomplished.

Economic advantages. Online technology has been found to be a cost-effective advantage for higher education institutions and can reduce labor costs with increased class size ability (Deming, Goldin, Katz & Yuchman, 2015). There was no monetary cost to produce these videos.

Academic digital libraries. Academic digital libraries with virtual resources are part of the new global perspectives of educational dissemination (Johnson, Trabelsi & Fabbro, 2011). This will promote (a) researcher consistency, (b) collaboration, and (c) dissemination. Additionally, this cataloging of videos promotes fidelity of delivery of online video information.

Outcome Research: Future Variables to be Studied

Online educator video personality development. An online facilitator video brand personality may be advantageous. Miller (2017) exalted on the engagement needs of adult learners and the responsibility of educators to persist in attracting their attention. Kizilcec, Bailenson, and Gomez (2015) indicated the need for teachers' face in the online forums because historically face-to-face communication has been the principal means of knowledge transfer between humans. Future online video educators should explore theatrical ability, voice articulation, and projection as well as if the video personality conveys a likable genuineness or transparency whether acted or real.

Self-Reflective Analysis

Familiar facilitator presenter. This study survey supports a polite, engaging, and a well-rehearsed, researched video, which was supported by the majority of the respondents. The recognition of the presenter as a familiar teacher promoted the respondent a sense of intimacy.

Un-familiar facilitator. Richardson and Lowenthal (2017) delineated the difference between social presence and instructor presence as well as illustrated research that revealed even without direct access to classes online, that if the instructor created a relationship with the students, a sense of presence was then established. Salmon (2000) illustrated the possibilities of *e*-moderators who has strong first impressions and can relay information online but do not have expertise. This study did not explore this and could be the basis for future studies.

What variables would be recommended for study replication? The video presenter would not be familiar to the student's; however, they would be well rehearsed

in the material. The video presenter may not even be an expert on the material; however, the scripted dialog will be from a substantial resource. The videos will be subject-specific and follow the same highly impressionable presentation characteristics.

What sampling methods/sampling frames would be recommended? In the future, a larger sampling size could be incorporated to include didactic face-to-face students who could also view the facilitator-created subject-specific videos. This could lead to additional understandings if the proper aforementioned techniques could achieve the same positive results as with this study's online platform.

Outcome research questions. What concepts can be gained from facilitator-created subject-specific videos to assist didactic face-to-face educators with the social presence in traditional classroom settings? Does the delivery of educational information benefit from the short segment, dramatic, theatrical, well-researched, and presented videos?

Explanation of How the Study Could be Replicated

The study's concepts of facilitator-created subject-specific videos could be geared toward any subject-specific online course. The study surveys could also be replicated to any online class secondary to the fact that the questions themselves are not specific to nursing and are universal.

Summary

Teachers College Columbia University (2013) exhaustive research study shows a 50% greater chance of failure for online student versus face-to-face. This study has shown the overall positive responses of students to the facilitator-created subject-specific videos as a significant way to decrease attrition rate, improve quality of education for

online students, and promote future pathways of education with the facilitator environment. Serdyukov (2017) conveyed that with the educational cost rising, colleges and universities should take ownership to deliver and balance effective time and costs for higher education.

Conclusion

The familiarity of an instructor in animated, short sequence subject-specific videos immersed in adult online courses stimulates engagement in *e*-learning environments with pragmatic, sensorial, and kinesthetic attributes synergizing with emotional senses of community and human attachment. Online student educational forums were shown to lend themselves to disseminating information, and that true learning only happens with relationships with mentors and mentee and social connectivity. The birth of the online moderator is here, and this study assists with the healthy gestational development of this new species of an educator. Adult nursing students' perception of social presence in facilitator-created subject-specific videos in an online nursing course has been proven to be valid and substantive. McLuhan, Fiore, and Agel (1967) explicated, "All media are extensions of some human faculty psychic or physical" (p. 26). Online educational programs are one such extension, thus they mandate incorporations and understanding of the social presence and media richness.

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Appendix A

Online Survey # 1 Close-Ended Questions (Pragmatic Responses)

Online Survey # 1 Close-Ended Questions (Pragmatic Responses)

Instrument Directions:

Please see the attached surveys. Important: Please take the time to respond to every question. Your responses will yield the data I need for a meaningful analysis, summary, conclusion, and recommendations, based entirely from your candid and informative responses. Your attention to this survey is greatly appreciated.

1. Did the professor's explanations and examples using videos make a differences in your online experience?
2. Did the professor's knowledge make a difference in your experience?
3. Was the delivery of information using 5 and 7-minute videos advantageous?
4. Did the professor's movements, such as hand gestures, help increase your interest in the videos?
5. Did the professor's facial gestures, assist with your interest in the videos?
6. Did the professors eye contact, assist with your interest in the videos?
7. Did the professor's cordial welcomes and parting comments enhance your experience?
8. Did the background pictures, or animations behind the professor's delivery of information, assist with the videos quality?
9. Did the videos include enough direct applicable information to assist with your test preparation?
10. Would you like to have weekly facilitator created videos in all your classes?

Appendix B

Online Survey # 2 & Sub-Category Question (Emotional Responses)

Online Survey # 2 & Sub-Category Question (Emotional Responses)

Instrument Directions:

Please see the attached surveys. Important: Please take the time to respond to every question in detail. Your responses will yield the data I need for a meaningful analysis, summary, conclusion, and recommendations, based entirely from your candid and informative responses. Your attention to this survey is greatly appreciated.

Question #1

What are your feelings about the facilitator-created subject-specific videos in your advance medical surgical class?

a) “As a result of watching these videos”, Did you feel your retention/recall of the material increased by:

A) 0-25% B) 25-50% B) 50-75% C) 75-100%

Question # 2

Was the short-animated lecture by your professor engaging to you?

a) Was it like a real classroom lecture?

Question # 3

Did seeing your professor online in the weekly videos increase feelings of connectivity with your instructor?

A) 0-25% B) 25-50% C) 50-75% D) 75-100%

Appendix C

Chronology of Weekly Video Subject

Chronology of Weekly Video Subject.

Week	Subject-specific videos
One	Perioperative Nursing
Two	Lupus, HIV
Three	Cancer, Blood Transfusion
Four	Pneumothorax, Chest-tube Proficiency
Five	Overview of the heart conduction; Heart Failure; EKG; Pacemaker; Ventricular Rhythms; Cardioversion Defibrillation
Six	Autonomic Dysreflexia; Parkinson's Disease; Seizure and Epilepsy; Alzheimer's Disease
Seven	Muscular Skeletal; Inflammatory Bowel Syndrome; Cirrhosis
Eight	Hypothyroidism; Thyroidectomy; Diabetes
Nine	Peritoneal Dialysis; Hemodialysis

Appendix D

Emotional Survey Questionnaire

Emotional Survey Questionnaire

17 students were asked the following questions :	What are your feelings about the facilitator created subject-specific videos?	As a result of watching these videos, did your feel retention/recall of the material increased by? (A. 0-25%, B. 25-50%, C. 50-75%, D. 75-100%)	Was the short animated lecture by your professor engaging to you?	Was it like a real classroom lecture?	Did seeing your professor online in the weekly videos increase feelings of connectivity with your instructor? (A. 0-25%, B. 25-50%, C. 50-75%, D. 75-100%)
Student 1	Ok but should have started in medical surgical 1 class	B	Yes	Somewhat	B. 25-50%
Student 2	Her videos were very informative	75-100%	Yes	Yes	C. 75-100%
Student 3	It is important to add teaching of material by teachers to coincide with coursework assignments	B. 25-50%	Yes	Yes	Yes
Student 4	None	0%	No	No	A. 0%
Student 5	I believe that these videos were very informative and helped to further explain the material. Some people are visual and auditory learners and I believe that the videos help those people	D	Yes, it helped with visualizing the bodies process.	It definitely was	D. 75-100%
Student 6	Since we are in a distance learning program video's enhance my study of the material	B	Yes	No. But it is better than just reading words on the screen	D

17 students were asked the following questions :	What are your feelings about the facilitator created subject-specific videos?	As a result of watching these videos, did your feel retention/recall of the material increased by? (A. 0-25%, B. 25-50%, C. 50-75%, D. 75-100%)	Was the short animated lecture by your professor engaging to you?	Was it like a real classroom lecture?	Did seeing your professor online in the weekly videos increase feelings of connectivity with your instructor? (A. 0-25%, B. 25-50%, C. 50-75%, D. 75-100%)
Student 7	Sometimes, it is not clear to see what is the screen	B	I don't know	A little	B
Student 8	It helps with the fact that everything is so heavily involved in reading and teaching ourselves, that having videos and tutorials definitely helps with remember the information being given.	C. 50-75%	Yes	Yes	B. 25-50%
Student 9	Helpful	B	Yes	Yes	C
Student 10	Great	D	Yes	Yes	D
Student 11	Effective	D	Yes	Yes	D
Student 12	Because this is a online class I really appreciate the video because it helps me digest the information	A. If the topic was confusing then the video explained and helps me retain	No	Yes! I enjoy the video because I am a visual learner	A. Yes Professor Marcus is awesome and very knowledgeable on nursing assessments and technique

17 students were asked the following questions :	What are your feelings about the facilitator created subject-specific videos?	As a result of watching these videos, did your feel retention/recall of the material increased by? (A. 0-25%, B. 25-50%, C. 50-75%, D. 75-100%)	Was the short animated lecture by your professor engaging to you?	Was it like a real classroom lecture?	Did seeing your professor online in the weekly videos increase feelings of connectivity with your instructor? (A. 0-25%, B. 25-50%, C. 50-75%, D. 75-100%)
Student 13	They were great	C	Yes	Yes	C
Student 14	It helped me in preparation for example and understanding of the particular subject	C	Yes	Not like a real class room but better than just reading a book	C
Student 15	Very creative and very knowledgeable.	D 75-100%	Yes	Yes	D. 75-100
Student 16	It is good. Instead of reading whole content to find important points, just getting main points through few minutes video helps to memorize the main points	B. 25-50%	Yup, it's good. Makes it interesting, helping understand physiology.	Yup close to.	C. 50-75%
Student 17	They are useful	C.	Yes	Similar	C