Kufa Journal for Nursing Sciences
Open Access Full Text Article

Publisher
University of Kufa, Faculty of Nursing

Received: 15 September, 2023
Accepted: 20 December, 2023
Published: 25 December, 2023
Vol. 13(2), 2023: 363 – 373

https://doi.org/10.36321/kjns.vi20232.13387

ORIGINAL RESEARCH

Examining Faculty's Attitude Toward Abilities to Teach Online

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ABSTRACT

Background: Online teaching behavior and teachers' acceptance of it can have an impact, as its acceptance will play a vital role in the learning process. E-learning, distance education, and accredited courses previously were part of informal learning. However, it appears that it can gradually replace the formal education system. On the other hand, online courses eliminate practical components such as face-to-face training, and clinical and laboratory sessions; As a result, learners lose the opportunity to train, cooperate and build relationships.

Objectives: This study aimed to describe the faculty members' attitudes toward readiness to teach online at Iraqi universities, and to identify the relationship between some of the demographic factors (age, gender, and educational status) and their attitudes toward using online teaching.

Methodology: A descriptive exploratory design was conducted, and an online questionnaire was administered to (99) nursing faculties from different Iraqi universities between 1st March and 20th May 2022. A standardized questionnaire was used to achieve objectives of the study. Permission was granted through informational consent to collect data from the participants. Data were analyzed using descriptive and inferential statistics through SPSS program (V.24).

Results: The descriptive data analysis revealed that the age range of the participants represented (48.5 %), (MS=2.1, SD= 0.89), is primarily between (36-45) years old. about half of participants (50.5%) had a Master of Science in Nursing degree (MS=2.15, SD=0.64). The inferential statistics revealed a substantial relationship between age of the participants and items related to utilizing various instructional techniques in an online setting ($\chi2$ (2, N =99 = 26.562, $p < 0.05$), and managing course time with facilitation techniques ($\chi2$ (2, N =99 = 25.098, $p < 0.05$). Additionally, a significant relationship was found between the gender of the participants and item related to communicating with students via email ($\chi2$ (2, N =99 = 10.737, $p < 0.05$). Furthermore, a significant relationship was discovered between participants' educational level and items related to spending weekly hours to grade assignments ($\chi2$ (2, N =99 = 21.889, $p < 0.05$).

Conclusion: The development of creative teaching strategies and curricula that cater to the demands of tomorrow's nurses has become a problem for nursing education programs today, with the rapid changes in the methods of communication and information.

Keywords: instructor attitude toward online teaching, technology acceptance, education in medicine and public health, online teaching.

How to Cite: Ahmed, B. M., Ahmed Gli , F. A., Ali, S. M., Rashid , H. M. S., & Salih, H. S. (2023). Examining faculty's attitude toward abilities to teach online. *Kufa Journal for Nursing Sciences, 13*(2), 363-373. https://doi.org/10.36321/kjns.vi20232.13387

INTRODUCTION

The university stage is one of the most important stages of preparing an individual for the future profession and as a new member of the world. Online teaching methods have increased worldwide and gained a better outcome with the development of the internet and an increase in the current smart devices used by teachers and students who seek learning (Firat & Bozkurt, 2020). The educational system worldwide collapsed at all levels from primary to secondary and university levels during the lockdown period, which was caused by the novel coronavirus disease 2019 (COVID-19) prevention measures. The Council on Social Work Education (CSWE) recognizes the teaching of multicultural diversity and oppression content since the 21st century. However, research examining the attitudes of social work faculty toward the content they teach is still insufficient (Mora et al. 2022). However, according to Simon, some seemed to be unable to completely represent their teaching selves online, while others were able to achieve comparable, but varying, degrees of professional fulfillment both online and in person (2012). Today's nursing education programs have been challenged to create innovative learning methods and develop curricula that meet the needs of tomorrow's nurses (Berkstresser, 2016).

During the COVID-19 crisis, online education shifted from traditional methods to modern approaches to teaching and learning. Zoom replaced the classroom, in-person learning with virtual (Google Classroom), and seminars to webinars. E-learning, distance education, and accredited courses were previously part of informal learning. However, it appears that it can gradually replace the formal education system (Mishra et al., 2020; Zhu, Meina, and Yu Zhang, 2022). Online teaching behavior and teachers' acceptance of it can impact on it, as its acceptance will play a vital role in the learning process (Zhu and Zhang 2022). Further, individuals' access to the internet and specialized research on a variety of issues has been linked to the humanities knowledge, which serves as an efficient mediator in the educational process (Hussien & Yassin, 2019).

The Iraqi education system has renewed its interest in online teaching, the government altered its decisions to include online methods of teaching in their educational institutions. With the help and coping of educators, students, and universities adjustments toward adopting new teaching online teaching strategies have been initiated. Teachers and faculty were in front liners in ensuring the continuity of education and they played a crucial role in the process of distance teaching (UNESCO, 2020). A descriptive study at the University of Kirkuk showed that there is a strong positive influence relationship between (self-awareness and strategic clarity), and that whenever there is interest from the university in practicing self-awareness among its academics, their sense of responsibility towards themselves and confidence in positive change during academic work (Abd et al, 2023). Another study from the same university examined the relationship between listening anxiety among university students in terms of using English in teaching and their performance in listening comprehension. It was concluded that listening anxiety is an influential factor in learning and plays a decisive role in comprehension skills (Ali and Hameed 2020).

Challenges of using online learning include network instability, network bandwidth, technical support, and poor informatics on hardware and software usage. There are other challenges, such as the lack of communication and social interaction, and the mechanism of online examinations in addition to maintaining the integrity of the assessment. Also, online courses eliminate practical components such as face-to-face training, and clinical and laboratory sessions; As a result, learners lose the opportunity to train, cooperate, and build relationships (Zhu and Zhang 2022).

AIMS OF THE STUDY

This study aimed to describe the faculty members' attitudes toward readiness to teach online in Iraqi universities and to identify the relationship between some of the demographic factors (age, gender, and educational status) and their attitudes toward using online teaching.

METHODOLOGY

A descriptive exploratory design was conducted, and an online questionnaire was administered to (99) nursing faculties from different Iraqi universities between 1st March and 20th May 2022. The study used a standardized questionnaire that was built by Martin, Budhrani, & Wang in 2019 to achieve the objectives of the study. Permission was granted through informational consent to collect data from the participants. Data were analyzed using descriptive and inferential statistics through the SPSS program (V.24).

RESULTS

The descriptive data analysis revealed that the age range of the participants represented (48.5 %), (MS=2.1, SD= 0.89), is primarily between (36-45) years old. The majority of participants (50.5%) had a Master of Science in Nursing degree (MS=2.15, SD=0.64). The inferential statistics revealed a substantial relationship between the age of the participants and items related to utilizing various instructional techniques in an online setting ($\chi2$ (2, N =99 = 26.562, $p < 0.05$), and managing course time with facilitation techniques ($\chi2$ (2, N =99 = 25.098, $p < 0.05$). Additionally, a significant relationship was found between the gender of the participants and item related to communicating with students via email ($\chi2$ (2, N =99 = 10.737, $p < 0.05$). Furthermore, a significant relationship was discovered between participants' educational level and item relted to spending weekly hours to grade assignments ($\chi2$ (2, N =99 = 21.889, $p < 0.05$).

DISCUSSION:

During the pandemic of COVID-19 and its adverse impact on people's health and every sector of human life, the education sector was not exempt. Up until the COVID-19 epidemic, conventional teaching approaches were the norm. One of the primary priorities of the United Nations Educational, Scientific, and Cultural Organization is keeping up with new advancements in the field of education and the educational system. (UNESCO, year). The impact of technology on teaching has made it necessary to continue education, so UNESCO has made sure to give instructors around the world useful advice in order to prevent them from stopping their classes. in addition, the usage of online assessment in education is expanding due to the technologies' quick development (Chen and Chuang, 2012).

Our research revealed that the nurse instructors in Iraqi colleges used facilitation techniques to manage class time and they use a variety of online teaching methods. Also, they communicate with students via email and spending weekly hours to grade assignments. With technology development, teaching online is considered an evitable method that faculty members should pursue, especially in places where online and distance teaching was not permitted. According to Rahman & Mohamed (2017), traditional methods of teaching are not enough for effective and influential education for nursing students. In the past two decades, distance learning programs or online teachings have become very prevalent (Totaro, et al., 2005). The results of a study indicated that there could be a discrepancy between how faculty think about this content and CSWE's curriculum policy. Its findings have implications for education, workshops, and training for faculty members in social work (Mora et al. 2022).

Online teaching is difficult, and faculty readiness to do so is influenced by their attitudes toward it as well as by the viability and facilities of implementing remote learning. However, it is crucial to look at the attitudes and readiness of the faculty

before they contemplate online learning. Further, for a country like Iraq, an online teaching-learning experience is considered new, and faculty members face many challenges and difficulties to communicate better with the learners. Some of these issues and challenges are not limited to difficult access to the network due to technical issues from the network providers, slow internet connections, and teaching from home as home-based working conditions. Further, having no adequate equipment or quiet places equipped with needed facilities, the students' cultural and social backgrounds barring the synchronized online teaching, and the cost that many learners cannot afford, which is also another point that needs to be included for better accomplishment of the mission.

CONCLUSIONS:

The results indicate that there are challenges that could negatively affect attitudes and views toward online teaching. The teacher's experiences, self-efficacy, and technology were not enough to change the process. There should be effective professional development and support initiatives to facilitate the transition and to enhance perspectives towards online teaching. The development of creative teaching strategies and curricula that cater to the demands of tomorrow's nurses has become a problem for nursing education programs today, with the rapid changes in the methods of communication and information. Classic traditional community of teachers who once taught in classrooms in need of actual upsetting adjustments that force every faculty member to reevaluate their beliefs about effective teaching. The nursing faculty in Iraqi universities ought to accomplish more by being enthusiastic to participate in the new era of educational approaches. Faculty attitudes and perceptions toward online learning have an impact on how ready they are to teach online.

Conflict of interest: Nil

Source of Funding: Self-funded.

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TABLES:

Table (1): The samples' demographic features

Items		F	%
Age	25 - 35 years	23	23.2
	36 - 45 years	48	48.5
	46 - 55 years	18	18.2
	56 - 65 years	10	10.1
	MS= 2.1 SD= 0.89		
Gender	Male	58	58.6
	Female	41	41.4
	MS= 1.4 SD= 0.49		
Marital Status	Married	83	83.8
	Single	13	13.1
	Widowed	1	1.0
	Other	2	2.0
	MS= 1.2 SD= 0.55		
Educational Status	Baccalaureate or Equivalent	1	1.0
	Master Graduate	50	50.5
	Ph.D. Graduate	41	41.4
	Post-Doctoral Degree	7	7.1
	MS= 2.5 SD= 0.64		
Name of the Academic Institute	University of Kikruk	15	15.2
	University of Babylon	5	5.1
	University of Raparin	6	6.1
	University of Duhok	8	8.1
	University of Mosul	10	10.1

	University of Telafer	8	8.1
	University of Baghdad	7	7.1
	University of Kerbala	9	9.1
	University of Missan	8	8.1
	University of Basrah	9	9.1
	University of Al-Qadisiyah	4	4.0
	University of Tikrit	5	5.1
	University of Al-Qalam	5	5.1
	MS= 6.3 SD= 3.6		
Residency	Urban	85	85.9
	Suburban	6	6.1
	District	3	3.0
	Sub district	1	1.0
	Village	4	4.0
	MS= 1.3 SD= 0.91		
Years of Academic Services	0-5	11	11.1
	6-10	28	28.3
	11-15	37	37.4
	>15	23	23.2
	MS= 2.7 SD= 0.94		
Experience in online teaching	0-5 years	99	100.0
	MS= 1.0 SD= 0.00		

Table (2): Distributions related to academic attitude regarding online teaching

No.	Items	Not Important at All		Slightly Importance		Important		Fairly Important		Very Important		MS	SD
		F	%	F	%	F	%	F	%	F	%		
1	Create an online course orientation (e.g., introduction, getting started).	3	3.0	9	9.1	24	24.2	19	19.2	44	44.4	3.9	1.15
2	Write measurable learning objectives.	4	4.0	9	9.1	19	19.2	27	27.3	40	40.4	3.9	1.15
3	Design learning activities that provide students opportunities for interaction (e.g., discussion forums, wikis).	8	8.1	5	5.1	21	21.2	31	31.3	34	34.3	3.7	1.20
4	Organize instructional materials into modules or units.	4	4.0	10	10.1	25	25.3	17	17.2	43	43.4	3.8	1.20
5	Create instructional videos (e.g., lecture video, demonstrations, video tutorials).	2	2.0	8	8.1	12	12.1	23	23.2	54	54.5	4.2	1.06
6	Use different teaching methods in the online environment (e.g., brainstorming, collaborative activities, discussions, presentations).	3	3.0	5	5.1	10	10.1	25	25.3	56	56.6	4.2	1.03
7	Create online quizzes and tests.	10	10.1	8	8.1	19	19.2	20	20.2	42	42.4	3.7	1.34
8	Create Online Assignments.	6	6.1	9	9.1	20	20.2	23	23.2	41	41.4	3.8	1.23
9	Manage Grades Online.	4	4.0	9	9.1	20	20.2	26	26.3	40	40.4	3.8	1.15

10	Send Announcements/email Reminders to Course Participants.	3	3.0	5	5.1	17	17.2	32	32.3	42	42.4	4.0	1.03
11	Create and Moderates Discussion Forums.	3	3.0	6	6.1	17	17.2	38	38.4	35	35.4	3.9	1.02
12	Use Email to Communicate with Learners.	4	4.0	2	2.0	16	16.2	27	27.3	50	50.5	4.1	1.04
13	Respond to Students Questions Promptly (e.g., 24 to 48 Hours).	3	3.0	8	8.1	24	24.2	25	25.3	39	39.4	3.8	1.11
14	Provide Feedback on Assignments (e.g., 7 days from submission).	4	4.0	5	5.1	26	26.3	27	27.3	37	37.4	3.8	1.09
15	Use Synchronous Web-conferencing Tools (e.g., Adobe, Connect, Webex, Blackboard Collaborate, Skype).	5	5.1	8	8.1	32	32.3	29	29.3	25	25.3	3.6	1.10
16	Communicate Expectations About Student Behavior (e.g., Netiquette).	5	5.1	8	8.1	29	29.3	35	35.4	22	22.2	3.6	1.07
17	Communicate Compliance Regarding Academic Integrity Policies.	3	3.0	7	7.1	21	21.2	30	30.3	38	38.4	3.9	1.07
18	Apply Copyright Law and Fair Use of Guidelines When Using Copyrighted Materials.	3	3.0	12	12.1	25	25.3	15	15.2	44	44.4	3.8	1.20
19	Apply Accessibility to Moderate Students Time Management.	4	4.0	6	6.1	26	26.3	23	23.2	40	40.4	3.8	1.12
20	Schedule Time to Design the Course Prior to Delivery (e.g., a semester before delivery).	2	2.0	3	3.0	20	20.2	33	33.3	41	41.4	4.0	0.95
21	Schedule weekly hours to facilitate the online course.	1	1.0	5	5.1	18	18.2	32	32.3	43	43.4	4.1	0.95
22	Use features in learning management system in order to manage time (e.g., online grading, rubrics, Speed Grader, calendar).	2	2.0	6	6.1	19	19.2	34	34.3	38	38.4	4.0	1.0
23	Use facilitation strategies to manage time spent on course (e.g., discussion board moderators, collective feedback, grading scales).	3	3.0	4	4.0	18	18.2	40	40.4	34	34.3	3.9	0.98
24	Spend weekly hours to grade assignments.	4	4.0	7	7.1	28	28.3	33	33.3	27	27.3	3.7	1.06
25	Allocate time to learn about new strategies or tools.	3	3.0	9	9.1	21	21.2	30	30.3	36	36.4	3.8	1.09
26	Complete basic computer operations (e.g., creating and editing documents, managing files and folders).	2	2.0	5	5.1	13	13.1	28	28.3	51	51.5	4.2	0.99
27	Navigate within the course in the learning management system (e.g., Moodle, Canvas, Blackboard, etc.).	4	4.0	9	9.1	29	29.3	27	27.3	30	30.3	3.7	1.11
28	Use course roster in the learning management system to set up	2	2.0	10	10.1	19	19.2	40	40.4	28	28.3	3.8	1.02

	teams/groups.												
29	Use online collaborative tools (e.g., Google Drive, Dropbox).	2	2.0	4	4.0	18	18.2	33	33.3	42	42.4	4.10	0.97
30	Create and edit videos (e.g., iMovie, Movie Maker, Kaltura).	5	5.1	6	6.1	19	19.2	33	33.3	36	36.4	3.8	1.12
31	Share open educational resources (e.g., learning websites, Web resources, games and simulations).	3	3.0	7	7.1	22	22.2	29	29.3	38	38.4	3.9	1.08
32	Access online help desk/resources for assistance.	3	3.0	4	4.0	22	22.2	26	26.3	44	44.4	4.0	1.05

Table (3): Group differences between age of the academic teacher and their attitude toward online teaching

No.	Items	x^2	df	P-value	Sig.
1	Create an online course orientation (e.g., introduction, getting started).	16.071[a]	12	.188	NS
2	Write measurable learning objectives.	15.868[a]	12	.197	NS
3	Design learning activities that provide students opportunities for interaction (e.g., discussion forums, wikis).	5.969[a]	12	.918	NS
4	Organize instructional materials into modules or units.	9.369[a]	12	.671	NS
5	Create instructional videos (e.g., lecture video, demonstrations, video tutorials).	9.125[a]	12	.692	NS
6	Use different teaching methods in the online environment (e.g., brainstorming, collaborative activities, discussions, presentations).	26.562[a]	12	.009	**Sig.**
7	Create online quizzes and tests.	12.410[a]	12	.413	NS
8	Create Online Assignments.	11.879[a]	12	.455	NS
9	Manage Grades Online.	8.810[a]	12	.719	NS
10	Send Announcements/email Reminders to Course Participants.	11.039[a]	12	.526	NS
11	Create and Moderates Discussion Forums.	11.426[a]	12	.493	NS
12	Use Email to Communicate with Learners.	7.779[a]	12	.802	NS
13	Respond to Students Questions Promptly (e.g., 24 to 48 Hours).	12.119[a]	12	.436	NS
14	Provide Feedback on Assignments (e.g., 7 days from submission).	10.670[a]	12	.557	NS
15	Use Synchronous Web-conferencing Tools (e.g., Adobe, Connect, Webex, Blackboard Collaborate, Skype).	14.352[a]	12	.279	NS
16	Communicate Expectations About Student Behavior (e.g., Netiquette).	20.470[a]	12	.059	NS
17	Communicate Compliance Regarding Academic Integrity Policies.	15.706[a]	12	.205	NS
18	Apply Copyright Law and Fair Use of Guidelines When Using Copyrighted Materials.	13.078[a]	12	.363	NS
19	Apply Accessibility to Moderate Students Time Management.	16.294[a]	12	.178	NS
20	Schedule Time to Design the Course Prior to Delivery (e.g., a semester before delivery).	10.980[a]	12	.531	NS
21	Schedule weekly hours to facilitate the online course.	10.421[a]	12	.579	NS
22	Use features in learning management system in order to manage time (e.g., online grading, rubrics, Speed Grader, calendar).	12.821[a]	12	.382	NS
23	Use facilitation strategies to manage time spent on course (e.g., discussion board moderators, collective feedback, grading scales).	25.098[a]	12	.014	**Sig.**
24	Spend weekly hours to grade assignments.	8.608[a]	12	.736	NS
25	Allocate time to learn about new strategies or tools.	16.490[a]	12	.170	NS

26	Complete basic computer operations (e.g., creating and editing documents, managing files and folders).	11.482[a]	12	.488	NS
27	Navigate within the course in the learning management system (e.g., Moodle, Canvas, Blackboard, etc.).	9.144[a]	12	.691	NS
28	Use course roster in the learning management system to set up teams/groups.	10.977[a]	12	.531	NS
29	Use online collaborative tools (e.g., Google Drive, Dropbox).	7.201[a]	12	.844	NS
30	Create and edit videos (e.g., iMovie, Movie Maker, Kaltura).	12.965[a]	12	.372	NS
31	Share open educational resources (e.g., learning websites, Web resources, games and simulations).	18.735[a]	12	.095	NS
32	Access online help desk/resources for assistance.	10.572[a]	12	.566	NS

Table (4): Group differences between the gender of the academic teacher and their attitude toward online teaching

No.	Items	x^2	df	P-value	Sig.
1	Create an online course orientation (e.g., introduction, getting started).	4.602[a]	4	.331	NS
2	Write measurable learning objectives.	4.910[a]	4	.297	NS
3	Design learning activities that provide students opportunities for interaction (e.g., discussion forums, wikis).	7.686[a]	4	.104	NS
4	Organize instructional materials into modules or units.	7.858[a]	4	.097	NS
5	Create instructional videos (e.g., lecture video, demonstrations, video tutorials).	.643[a]	4	.958	NS
6	Use different teaching methods in the online environment (e.g., brainstorming, collaborative activities, discussions, presentations).	.739[a]	4	.946	NS
7	Create online quizzes and tests.	.845[a]	4	.932	NS
8	Create Online Assignments.	.595[a]	4	.964	NS
9	Manage Grades Online.	3.653[a]	4	.455	NS
10	Send Announcements/email Reminders to Course Participants.	4.987[a]	4	.289	NS
11	Create and Moderates Discussion Forums.	3.322[a]	4	.505	NS
12	Use Email to Communicate with Learners.	10.737[a]	4	.030	**Sig.**
13	Respond to Students Questions Promptly (e.g., 24 to 48 Hours).	2.983[a]	4	.561	NS
14	Provide Feedback on Assignments (e.g., 7 days from submission).	8.201[a]	4	.084	NS
15	Use Synchronous Web-conferencing Tools (e.g., Adobe, Connect, Webex, Blackboard Collaborate, Skype).	7.708[a]	4	.103	NS
16	Communicate Expectations About Student Behavior (e.g., Netiquette).	7.576[a]	4	.108	NS
17	Communicate Compliance Regarding Academic Integrity Policies.	4.089[a]	4	.394	NS
18	Apply Copyright Law and Fair Use of Guidelines When Using Copyrighted Materials.	.542[a]	4	.969	NS
19	Apply Accessibility to Moderate Students Time Management.	.704[a]	4	.951	NS
20	Schedule Time to Design the Course Prior to Delivery (e.g., a semester before delivery).	6.153[a]	4	.188	NS
21	Schedule weekly hours to facilitate the online course.	3.693[a]	4	.449	NS
22	Use features in learning management system in order to manage time (e.g., online grading, rubrics, Speed Grader, calendar).	4.422[a]	4	.352	NS
23	Use facilitation strategies to manage time spent on course (e.g., discussion board moderators, collective feedback, grading scales).	2.927[a]	4	.570	NS

24	Spend weekly hours to grade assignments.	6.629[a]	4	.157	NS
25	Allocate time to learn about new strategies or tools.	2.592[a]	4	.628	NS
26	Complete basic computer operations (e.g., creating and editing documents, managing files and folders).	4.234[a]	4	.375	NS
27	Navigate within the course in the learning management system (e.g., Moodle, Canvas, Blackboard, etc.).	4.243[a]	4	.374	NS
28	Use course roster in the learning management system to set up teams/groups.	4.433[a]	4	.351	NS
29	Use online collaborative tools (e.g., Google Drive, Dropbox).	5.375[a]	4	.251	NS
30	Create and edit videos (e.g., iMovie, Movie Maker, Kaltura).	2.680[a]	4	.613	NS
31	Share open educational resources (e.g., learning websites, Web resources, games and simulations).	1.018[a]	4	.907	NS
32	Access online helps desk/resources for assistance.	3.383[a]	4	.496	NS

Table (5): Group differences between the experience of academic teacher in online teaching and their attitude toward it

No.	Items	x^2	df	P-value	Sig.
1	Create an online course orientation (e.g., introduction, getting started).	7.024[a]	12	.856	NS
2	Write measurable learning objectives.	8.013[a]	12	.784	NS
3	Design learning activities that provide students opportunities for interaction (e.g., discussion forums, wikis).	8.051[a]	12	.781	NS
4	Organize instructional materials into modules or units.	7.743[a]	12	.805	NS
5	Create instructional videos (e.g., lecture video, demonstrations, video tutorials).	10.403[a]	12	.581	NS
6	Use different teaching methods in the online environment (e.g., brainstorming, collaborative activities, discussions, presentations).	4.084[a]	12	.982	NS
7	Create online quizzes and tests.	4.294[a]	12	.978	NS
8	Create Online Assignments.	8.669[a]	12	.731	NS
9	Manage Grades Online.	11.986[a]	12	.447	NS
10	Send Announcements/email Reminders to Course Participants.	8.871[a]	12	.714	NS
11	Create and Moderates Discussion Forums.	5.261[a]	12	.949	NS
12	Use Email to Communicate with Learners.	8.950[a]	12	.707	NS
13	Respond to Students Questions Promptly (e.g., 24 to 48 Hours).	8.720[a]	12	.727	NS
14	Provide Feedback on Assignments (e.g., 7 days from submission).	3.959[a]	12	.984	NS
15	Use Synchronous Web-conferencing Tools (e.g., Adobe, Connect, Webex, Blackboard Collaborate, Skype).	10.512[a]	12	.571	NS
16	Communicate Expectations About Student Behavior (e.g., Netiquette).	7.755[a]	12	.804	NS
17	Communicate Compliance Regarding Academic Integrity Policies.	6.374[a]	12	.896	NS
18	Apply Copyright Law and Fair Use of Guidelines When Using Copyrighted Materials.	14.241[a]	12	.286	NS
19	Apply Accessibility to Moderate Students Time Management.	11.572[a]	12	.481	NS
20	Schedule Time to Design the Course Prior to Delivery (e.g., a semester before delivery).	8.349[a]	12	.757	NS
21	Schedule weekly hours to facilitate the online course.	8.641[a]	12	.733	NS
22	Use features in learning management system in order to manage time (e.g., online grading, rubrics, Speed Grader, calendar).	9.800[a]	12	.633	NS

23	Use facilitation strategies to manage time spent on course (e.g., discussion board moderators, collective feedback, grading scales).	10.943[a]	12	.534	NS
24	Spend weekly hours to grade assignments.	21.889[a]	12	.039	**Sig.**
25	Allocate time to learn about new strategies or tools.	8.001[a]	12	.785	NS
26	Complete basic computer operations (e.g., creating and editing documents, managing files and folders).	9.605[a]	12	.651	NS
27	Navigate within the course in the learning management system (e.g., Moodle, Canvas, Blackboard, etc.).	8.811[a]	12	.719	NS
28	Use course roster in the learning management system to set up teams/groups.	6.932[a]	12	.862	NS
29	Use online collaborative tools (e.g., Google Drive, Dropbox).	6.922[a]	12	.863	NS
30	Create and edit videos (e.g., iMovie, Movie Maker, Kaltura).	8.077[a]	12	.779	NS
31	Share open educational resources (e.g., learning websites, Web resources, games and simulations).	7.713[a]	12	.807	NS
32	Access online helps desk/resources for assistance.	11.542[a]	12	.483	NS