Academic
Coaching
Abstracts

**INSTRUCTIONAL
CONNECTIONS**

This collection of abstracts represents research conducted around the Instructional Connections coaching model. The abstracts are listed in chronological order by year. Some research has been conducted with small grants provided by Instructional Connections, LLC. (IC)

In addition, where research was conducted outside of IC grant funds, there is a notation at the bottom of the page.

Completed research will bear a notation for each abstract which will identify whether it has been published or not. There is a hyperlink to published articles so that the reader may access the published version of the document.

If you would like more information, please contact Dr. Harriet Watkins [email: harriet.watkins@iconnect-na.com].

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Published Articles and Conference Proceedings

Abstracts not furnished for these published articles. Link to publication provided.

Characteristics of Academic Coaches in an Online RN-to-BSN Program

Authors: Daisha Jane Cipher and Mary E. Mancini

Institution: University of Texas Arlington

Year: 2018

Published - Journal of Nursing Education 57(9):520-525

Use of Academic Coaches to Promote Student Success in Online Nursing Programs[1]

Authors: Lisa Broussard, DNS, RN, CNE [*], Debra White-Jefferson, DNP, RN

Institution: University of Louisiana Lafayette

Year: 2018

Published - Teaching and Learning in Nursing 13(4) ;223–225

Academic Coaching in an Online Environment: Impact on Student Achievement

Authors: Melissa J. Hawthorne [Principal Investigator] and Jesse V. Sealey

Institution: Louisiana State University-Shreveport and Newman University

Year: 2019

Published – Proceedings of IConSES 2019 - International Conference on Social andEducation Sciences (pp. 122-126). Denver, CO, USA: International Society for Technology, Education and Science (ISTES).

The effect of online academic coaches on supporting graduate students' performance in intensive online learning environments: a three-course comparison

Authors: Sunyoung Park and Petra A. Robinson

Institution: Louisiana State University

Year: 2021

Published – European Journal of Training and Development

Lived Experiences of Graduate Teaching Assistants in an Online Nursing Course

Author: Robert Williams
Institution: Argosy University
Year: 2012
Pending Publication

This study examined roles and perceptions of roles of online teaching assistants, through phenomenological research with ten participants in one Registered Nurse to Bachelor of Science nursing course. Common themes were identified with regard to addressing three research questions. 12 primary themes were identified through open coding: perceived role, challenges, positive experiences, online vs. professional roles, formative education and professional experience, useful strategies, reorganization of life, gratification, self-learning, connection to personal experience, being appreciated, and view of students. Results support examination of online teaching assistants as a viable alternative for universities in online education. Further research should include studies with different populations, comparative studies traditional and online courses, and quantitative studies measuring retention, student satisfaction and student matriculation.

Applying an Interactive Learning Approach Provided by an Academic Coach in a Graduate-Level Accounting Course

Author: Lei Wen
Institution: Emporia State University
Year: 2019

This paper makes a significant contribution to the accounting education literature by examining the impact of using online meetings with an academic coach on student perceived learning outcomes, course and instructor evaluations in an online graduate-level accounting course. This study finds that the offer of online meetings with an academic coach helps students develop a much positive view about the course and a better perception about the instructor's teaching effectiveness for the course. The offering of online meetings with an academic coach also improves students' evaluations about the academic coach in an online graduate-level accounting course. The results also demonstrate that students are divided about the impact of online meetings with an academic coach on their academic performance in this class, due to the underuse of those online meetings.

Keywords: Accounting Education, Academic Coach, Academic Coach Model, Online Course, Course Development.

Determining roles and best practices when using academic coaches in online learning

Authors: Debra White-Jefferson [Principal Investigator], Lisa Broussard and Helen Fox-McCloy
Institution: University of Louisiana at Lafayette College of Nursing and Allied Health Professions
Year: 2020

Our research interest has focused on student success in online learning related to engagement and retention. Retention is a crucial factor in the design and implementation of RN to BSN programs. As RN-to-BSN Program faculty and administrators, we are constantly evaluating the educational needs of registered nurses in furthering their education. Previous work focused on the use of academic coaches in nursing online learning. The number of RN to BSN programs continues to increase each year; however, there exists a dire shortage of qualified faculty to meet the needs of these students. Academic coaches possess a minimum of a master's degree in nursing, as well as experience in online teaching. As the need for more BSN-prepared nurses continues to grow, so does the impact of online learning as a higher education delivery model. One strategy to adequately meet the needs of this growing online student population is the use of academic coaches. The purpose of this exploratory qualitative study was to examine the role of the academic coach in online nursing programs, and to begin to establish best practices in order to better meet the needs of this growing student population. The study findings suggest that understanding this role, with the goal of developing an implementation model, is key to the full implementation of the role. As the online learning environment continues to evolve, and the availability of nursing faculty is limited, the role of the Academic Coach may continue to expand.

Keywords: Academic coaching, faculty support in online classrooms, teaching online, RN-BSN education

Synchronous Online (SO) Culture Tellers (CuTe)

Author: Jiyoon Yoon
Institution: University of Texas Arlington
Date: 2019
Not Published

The project, "Synchronous Online (SO) Culture Teller (CuTe)!" was to develop a synchronous online communication model with the Academic Coaches for culturally-inclusive science instructions and to measure its effects on teacher-candidates' understanding multiculturalism. Fifty-six teacher-candidates from online science method courses communicated with five culture-tellers through the synchronous online tools and experienced diverse cultural difference including history, politics, art, music, dance, food, clothes, housing, geography, and education, and then they created their own culturally-inclusive science lessons. The pre-test and post-test of self-efficacy, participants' conversations with the culture tellers, and their final culturally-inclusive lessons showed that the Synchronous Online (SO) Culture Teller (CuTe) project was effective for the teacher candidates to improve their multicultural competency and to develop their skills to create and manage the equal learning environment where students can get actively involved in learning science. An important role of the academic coaches in SOCuTe was to provide feedbacks to the teacher-candidates and grade their culturally-inclusive science lessons based on the multicultural/diverse rubrics, which supported completing teacher-candidates' lessons and their understanding of multiculturalism. The culturally sensitive pedagogical approach for ethnic minority students and teachers who work with this special population was also discussed in this study.

Keywords: Science Teacher Education, Culturally Inclusive Teaching, Synchronous Online Learning, Multiculturalism

Assessing Teaching Readiness in Online Programs

Author: Aziza Zemrani
Institution: University of Texas Rio Grande Valley
Year: 2020
Not Published

Over the last 60 years, the educational environment in the United States has changed dramatically to try to meet the evolving needs of its citizens. According to statistics collected from the U.S. Dept. of Education, "there are over 7,000 higher education institutions in the U.S. with over 15 million students" enrolled. The 17 percent growth rate for online education enrollments far exceeds the 1.2 percent growth of the overall higher education student population (Allen & Seaman, 2010). The accessibility of the internet and flexibility of online courses have made online education an integral part of higher education (Li & Irby, 2008). In addition, financial issues facing many higher education institutions and students' demands shift the focus of these institutions more toward using online education (Limperos et al. 2015). Many empirical studies have been conducted to examine the quality of online courses from various aspects. Studies have identified and examined critical issues affecting quality of online education such as communication, technology, time management, pedagogy, and assessment (Limperos, et al., 2015). This study assesses coach/instructor readiness to teach in online accelerated programs. The purpose of the study is the use of "the Smarter Measures readiness indicator" to improve the online Accelerated Programs at the University of Texas Rio Grande Valley (UTRGV) and Instructional Connections (IC) identify gaps and challenges and then equip them with remedial resources to improve quality of the accelerated programs, especially given the class size in most graduate programs at the UTRGV. The results from the survey show evidence that the most important factor assessed "Readiness Range", out of 32, 27 score high on technical competency, and 30 out of 30 score high on technical knowledge. Although the purpose of the research is to assess the readiness for online teaching, the survey included questions on "Individual Attributes", 11 out of 34 score high whereas 22 score only medium.

Student Success in an Online RN to BSN Nursing Program using Academic Coaches

Author: Amanda Hawkins, Brittany Grissette, Janet Alexander, and Stephanie Lahnala
Institution: Columbus State University – School of Nursing
Year: 2021
Pending Publication

Student success is a term that is frequently used in academia and is often defined as having a desirable student outcome such as graduation. The purpose of this reflective study is to examine enrolled part-time and full-time students' academic achievement at graduation, educational attainment, and end of program overall satisfaction surveys from 2010-2020 in an online Registered Nurse to Bachelor of Science in Nursing (RN to BSN) program to determine student success using academic coaches.

Time for your Research to Shine!
Get on Our Early Notification List
Call for Proposals: March 2022

Instructional Connections (IC) will provide small research grant opportunities for faculty from our partner institutionsto conduct research around the efficacy of the Academic Coaching model across a variety of disciplines.

Our goal is to advance the understanding of online learning and its relationship to coaching to continuously improve the learning experience for students. Therefore, we anticipate proposals to demonstrate a strong research design, and stringent analytic methods. In addition, proposals should present a clear and compelling explanation as to how the research proposed may be significant for educational practice. Each proposal should provide a conceptual framework and discuss related research, showing how it will contribute to understanding in ways far beyond the present study.

We are open to proposals which seek to research innovative approaches and outcomes around the areas of student support, faculty support, assessment, grading, student persistence, teaching practices or other salient areas of research which involve the Academic Coaching Model. Proposals which are quantitative are highly desirable, however qualitative research proposals will also be considered.

Grants will range between $5,000 to $10,000 and must be completed within a 9 to 12-month time frame. Consideration for submitting an ongoing longitudinal study (3 years or less) may be given if the proposal presented is sufficiently compelling to warrant that consideration.

The eligibility requirement for submitting a proposal is the following:
- You must be a faculty member at an IC partner institution and currently teaching a course which uses IC Academic Coaches

- Possess a desire to further scholarly research in the area(s) of student support, faculty support, assessment/grading, student engagement, student persistence, teaching practices or other salient areas of research which involve the Academic Coaching Model
- You must not use this grant in conjunction with other grants or funds

Application Process

There are 8 parts to the application process. You are required to complete all parts of the application for your grant application to be considered.

Section I.   Principal investigator information

Section II.   Employment and educational credential information

Section III.   CV submission

Section IV.   Research interests and methodologies

Section V.   Proposal summary (short paragraph)

Section VI.   Proposed budget allocation

Section VII. Proposal submission (no more than 10 pgs.)

Section VIII. Signature/Submit

Questions about the grant process can be directed to:

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http://Instructionalconnections.com/grants/

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