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Project (e)mergency Remote Instructional Skills Enhancement (e-RISE): Implications to Nursing Education in Times of a Global Health Crisis

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Abstract: The COVID-19 pandemic urged higher learning institutions to initiate an agile response to ensure quality online teaching and learning. In response to the challenges of transitioning from traditional to online teaching and learning during the COVID-19 pandemic, the researchers explored the lessons uncovered from the (e)mergency Remote Instructional Skills Enhancement (e-RISE), an intervention that comprised a series of faculty mentoring sessions towards full adoption of an online platform for professional nursing courses. This action research utilized the Look, Think, Act cycle of Stringer (1996) involving eleven nurse faculty as participants. Using thematic analysis, various themes were revealed such as advancing technological knowledge and competence, accepting personal limitations, values acquisition, and teacher empowerment. Firstly, the technological knowledge and competence of the nurse faculty require further improvement. Secondly, the acceptance of personal limitations in terms of putting up online learning modules implies the need to enhance pedagogy and design. Values acquisition in terms of life skills was also dominant in response to the need to change and adapt during the pandemic-challenged teaching and learning. As another significant finding, reverse mentoring is highly recommended to sustain Project e-RISE. To make remote teaching and learning more feasible, effective, and efficient, teacher empowerment must be prioritized. Generally, the study findings suggest that Project e-RISE may be adopted by institutions of higher learning as a sustainable mechanism to capacitate the nurse faculty in their migration from traditional to remote teaching.

Keywords: *e-RISE; remote instructional skills; remote learning; COVID-19; nursing education.*

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1. Introduction

The world has been hostage to the COVID-19 pandemic for more than two years now. In the face of a global pandemic, the world is indeed facing compelling challenges (Dewart et al., 2020). This brought learning institutions to migrate from traditional instruction to remote teaching and learning. During the transition, longstanding challenges emerged, and the processes of acceleration, change, and paralysis existed in these times (Brandão et al., 2020). To some higher education institutions offering a baccalaureate degree in nursing, the COVID-19 pandemic became an opportunity to conduct reskilling and upskilling of their faculty to ensure the delivery of quality instruction. However, many nursing institutions that are deprived of technological infrastructures, mechanisms, and reliable platforms were overwhelmed by the uncertainties and ambiguities that the current public health threat has caused. Considering the availability of resources, some nursing institutions have come to create, innovate and maximize what they have to address the issues affecting nursing education during the COVID-19 pandemic.

Online learning or remote learning is not the next big thing, but the current biggest thing as the "new" normal in nursing education commences. A universal goal of nursing education is to provide quality instruction to students at all levels of education (Slade et al., 2017). It is imperative for nursing institutions to put a premium on delivering quality instruction. For instance, planning meaningful clinical learning experiences has been challenging during the pandemic, and in some instances, fraught with an ethical dilemma (Morin, 2020) such as the issue of the digital divide among nursing students and faculty. This is a longstanding concern, especially during the transition from the typical brick-and-stone classroom to a remote set-up.

Apparently, mentoring and collegiality are said to be vital components of the faculty development process (Passmore, 2011). However, crucial to mentoring is the motivation of the faculty. For a mentorship program to succeed, the faculty must have an interest in the mentorship program and must be supported by the faculty administration (Noell et al., 2017). In addition, the mentoring process must be expanded with new digital tools to form virtual mentoring communities (Vainio & Leppisaari, 2010).

Resilience, flexibility, and adaptability are vital in pandemic-challenged nursing education. As teachers, the nurse faculty should exhibit said characteristics as they prepare nursing students for their professional

nursing practice. In this regard, the "new" normal urged and obliged the nurse faculty to develop flexible learning options for students through online learning.

As a response to the challenges of providing high-quality nursing education during the COVID-19 pandemic, the researchers conducted a series of mentoring sessions (MS) with nurse faculty to prepare them to teach remotely. According to Dorner, Misic, and Rymarenko (2020), mentoring as a relationship is where mutual learning occurs, and the professional and personal growth of those involved is supported by trust, respect, and commitment. Continuous professional development among the nurse faculty requires motivation to unlearn, learn, and relearn. Through Project (e)RISE, the nurse faculty were empowered to teach online.

With Project (e)RISE's mentoring sessions, the nurse faculty were guided to develop their professional online courses and deliver quality instruction to their target classes. The Project e-RISE constituted different stages grounded in the Technological Pedagogical Content Knowledge (TPCK) Model and Salmon's Five Stages of Online Teaching and Learning (2011).

2. Materials and Methods

2.1 Research Design

With sustainability in mind, and the perception that the research venue is an adaptive system, this action research utilizes the Look, Think, Act cycle (Stringer, 1996; 2007; Stringer et al., 2009). This cycle, as proposed by Stringer, has three imperatives that will sustain the Project e-RISE as a framework to guide nurse faculty in enhancing their remote instructional skills grounded on strong pedagogical skills, other than technological proficiency, and mastery of contents. These three imperatives include 1.) "Look" where the researchers gather important information related to what is most valued is quality instruction; 2.) "Think" where the researchers analyze and interpret the information obtained; and 3.) "Act" where the researchers employ interventions to address perceived needs based on obtained, analyzed, and interpreted information. As a final product, the framework of Project e-RISE was developed to help the nurse faculty improve their competencies in handling and facilitating remote teaching and learning environments.

2.2 Research Participants

The participants of this action research included eleven nurse faculty (i.e., two males and nine females; the mean age average is 50.5 years) of the College of Nursing and Health Sciences (CNHS) of Jose Rizal University (JRU) in the Philippines. They all teach major and professional courses in nursing with an average of at least three years of clinical experience as nurses before joining the academe. With adequate exposure and hands-on experience in online teaching and learning both as teachers and students in some courses, RCP and RIG facilitated the mentoring sessions and LMB and TRDJ. RCP, RIG, LMB, and TRDJ are co-researchers.

2.3. Data Gathering Procedures

1. *Look*. Since the COVID-19 pandemic disrupted the "old" normal of HEIs, JRU through the Offices of the Vice President for Quality Assurance, Linkages and Technology (QLT) and Vice-President for Academic Affairs (VPA) through the Institute of Technology-based Learning (ITBL), initiated the Rapid Transition Online Program (RTOP) in preparation to the Special Transition Term (STT). The RTOP is a proactive approach of JRU to address the need to deliver quality instruction through online teaching and learning using JRU's adopted Learning Management System (LMS) called Canvas. Meanwhile, STT is the equivalent of the summer term that follows after the second semester, from May – July, 2020. JRU decided to shift its calendar from the former June to the new August opening of classes. Thus, the Summer Transition Term (STT) was initiated. The STT requires a dramatic change in facilitating the "old" and traditional face-to-face classroom interaction, to Flexible Learning Options (FLO) through Canvas. The complete adoption of Canvas challenged the whole system of the JRU community from its administration, management, and operations, especially in terms of infrastructure development, pedagogy, technological proficiency, and technological sufficiency. The rapid transition urged teachers to adapt to the "new" normal of instruction, which pushed them to undergo extensive training.

2. *Think*. In the CNHS, some teachers have already integrated Canvas since 2016 as a technology-based teaching tool to augment students' learning needs, particularly in General Education and Natural Sciences courses. The teachers who were the participants of this action research used Canvas in uploading lecture materials, formative and summative assessments, discussions, and other course requirements. However, Canvas has not been fully maximized as the professional courses in this particular

discipline mostly required face-to-face discussions, especially in skills-based training in the skills laboratory in preparation for the actual related learning experience (RLE). The researchers have identified several challenges of online teaching and learning, especially regarding the teachers' capacity to build and facilitate online teaching and learning cycles. The COVID-19 pandemic also added to the pressure to respond promptly to the need to establish online teaching and learning since, for now, it is regarded as the best option considering the constraints brought by physical and social distancing. The challenges to teach online were real and indeed compelling. The uncertainties caused by the COVID-19 pandemic have propelled us to think more creatively and innovatively and not become adamant about envisioning the best for teachers and students, the end-receivers of quality nursing education.

3. *Act.* In this phase, the mentoring sessions have been established as a modest response to the challenges of online teaching and learning. Project e(E)RISE primarily focused on helping the nurse faculty to design and build their courses. The Project (E)RISE has several phases, and these include the following:

3.1. *Phase 1.* The Planning Phase. This involved careful and immediate action plan on how to manage the crisis caused by the pandemic headed by the Office of the President in collaboration with the major Offices of the VP for QLT, ITBL, VP ITO, VP Administration and VP for Academics.

3.2. *Phase 2.* The Orientation Phase. Guided by the vision-mission statements of the university, this phase involved orientation of the nurse faculty to understand and demonstrate the vision-mission of JRU as a leader in technology and innovation. The RTOP consisted requirements for building an online course. It also presented the minimum flow of establishing the course using Canvas such as the formulation of lesson objectives, brief introduction, content delivery, summary discussion, and assessment of student learning. The mentoring sessions covered a briefer on frameworks and models of online teaching and learning. Part of the mentoring sessions was a discussion about the features and functions of Canvas. A demonstration of how to navigate Canvas was also facilitated. The nurse faculty also underwent workshops related to page designing, quiz uploading, and creating discussion boards. RCP and RIG conducted these mentoring sessions for eight hours.

3.3. *Phase 3.* Independent Learning**.** This phase included independent learning activities of the nurse faculty after Phase 2. In this context, self-paced activities mean that the nurse faculty may have the option to build

their courses independently anytime, anywhere. It was assumed that after the Orientation Phase of Project (e)RISE, the nurse faculty would become more empowered to create their online courses. However, The researchers noticed that the nurse faculty have difficulty recalling steps taught to them during Phase 2, so the researchers established the "Daily 4 o'clock Habit" to conduct reinforcement sessions. The "Daily 4 o'clock Habit" was a 2-hour reinforcement session with the nurse faculty and the mentors. This phase provided an evenue to clarify some issues and concerns related to but not limited to the features they would want to use in their online courses. The whole of Phase 3 was done in nine days.

3.4. *Phase 4*. Monitoring of Progress/ Outputs. This phase focused on teaching and learning activities (TLAs) and assessment of student learning. It constituted two-hour sessions for the polishing of the developed online courses, through facilitator and peer feedback, evaluation, and critiquing. Moreover, this phase also included sessions on sharing online resource materials, best practices, and webinars. Lectures were also done on how to integrate values in conducting online teaching and learning such as those related to maintaining and sustaining academic honesty and integrity, as well as the do's, and don'ts in online teaching and learning environments. Phase 4 was done in four days. This phase included independent sessions focusing on final checking of what has been built online before pilot-testing of the online courses. Online course revisions vis-à-vis syllabus revisions were also initiated. Phase 4 lasted for three days.

3.5. *Phase 5*. Evaluation of Learning. This phase involved microteaching sessions. A session about microteaching was done by RCP before the faculty online teaching demonstration. Guidelines were set to ensure more efficient and effective online teaching demonstrations. Further, there were twelve online teaching demonstrations conducted for all the major and professional nursing courses built in Canvas. RCP and RIG were the moderators. During this phase, the VPAA was invited to participate as a member of the evaluation committee, together with the director of the University Administrative and Human Resource (AHR) Office. LMB and TRDJ served as members of the evaluation team, too. In every microteaching session, a group of nursing students was invited to participate as audience. Part of their roles was to provide essential feedback to each faculty-presenter. Each faculty was given 15-20-minute online teaching demonstration. The feedback of the evaluation committee for each of the nurse faculty-presenters was done in 10-15 minutes. The nurse faculty were also allowed to provide their anonymized peer evaluation using Mentimeter to ensure objective peer evaluations. The results of the anonymized peer

evaluation were shown immediately after each demonstration. As learners during the online teaching demonstrations, the nurse faculty were also encouraged to participate in critiquing. This phase took five days to accomplish.

After Project e-RISE implementation, the researchers have collected reflections, and conducted post-conferences through online group discussions (OGDs). Through the reflections and OGD transcripts, the researcher found more meaning in what they have initiated.

3. Results

3.1. Demographic characteristics of the participants

Table 1 presents the demographic characteristics of the eleven participants of Project e-RISE. Most of the participants were females (81.82%). The participants' average age is 52.82 years old. About 45.45% of the participants were doctorate degree holders (1 Ph.D.; 1 DEM; and 3 EdD) and there were 54.55% holders of master's degrees in nursing. Most of the participants teach more than 24 units (54.55%). Of the eleven participants, six (54.55%) were full-time, regular faculty. The available gadgets that the participants use include laptops, android, and iOS mobile phones and devices. Most of the participants have post-paid internet subscriptions (63.64%), while others have pre-paid (18.18%), and both pre-paid and post-paid (18.18%).

Table 1. Demographic Characteristics of the Participants

R	Gender	Age	Status	Highest Educational Attainment	Teaching Load	Gadgets	Internet Sources
1	Male	36	FT	Doctorate degree	24 units	iOS device, laptop	Post-paid
2	Female	63	PT	Master's degree	Less than 24 units	laptop	Post-paid
3	Male	52	FT	Doctorate degree	More than 24 units	IPad Pro	Post-paid
4	Female	49	FT	Master's degree	Less than 24 units	laptop	Post-paid
5	Female	56	FT	Doctorate degree	More than 24 units	laptop and CP	Pre-paid or data
6	Female	48	FT	Doctorate degree	More than 24 units	Laptop, android	Post-paid

						phone	
7	Female	64	PT	Master's degree	Less than 24 units	laptop and android phone	Both pre-paid or data and Post paid
8	Female	50	PT	Master's degree	Less than 24 units	laptop and tablet	Post-paid
9	Female	60	PT	Master's degree	Less than 24 units	Laptop	Both pre-paid or data and Post paid
10	Female	55	PT	Master's degree	Less than 24 units	Android phone	Post-paid
11	Female	48	FT	Doctorate degree	24 units	Mobile	Pre-paid or data

**FT: Full-time faculty; PT: Part-time faculty*
Source: Author's own conception

3.2 Lessons unearthed from the mentoring sessions in project e-RISE

Using thematic coding and analysis by Braun and Clarke (2006), the findings uncovered eight major themes in reference to the lessons unearthed after the mentoring sessions in Project e-RISE, namely, 1) Advancing technological knowledge and competence; 2) Engaging students in online learning; 3) Demonstrating online teaching competence; 4) Exhibiting transitional adaptation to online teaching and learning; 5) Developing an openness to professional growth and development; 6) Enabling inclusive online teaching and learning activities, and assessment for and of learning; 7) Emerging positive emotional expressions towards "reverse" mentoring; and, 8.) Acceptance of personal limitations, values acquisition, and teacher empowerment.

3.2.1. Advancing technological knowledge and competence

The university administration announced that a Special Transition Term shall be conducted in order to provide continuous learning for students, through remote online learning during the COVID-19 pandemic. The majority of the faculty members expressed their anxiety about not knowing how to use Canvas, the official learning management system of the University.

Recognizing the faculty members' reaction to the announcement, a faculty needs assessment was conducted, and the result revealed their priority need for capability building in the use of Canvas which was addressed immediately through the mentoring session with all the faculty members. After several sessions, most of the participants cited that their technological knowledge and competence have been improving as a result of the mentoring sessions with their mentors. This was evidenced by their ability to demonstrate and apply the different features of Canvas. Technological knowledge and competence are integral components of the mentoring sessions that enabled the participants to navigate Canvas, the University's online platform until they built their online professional courses in it. Technological knowledge and competence are paramount to the successful facilitation of remote online and virtual classes.

"Got some info and some hands-on techniques on how to migrate course to online." (P7)

"I have made impressive improvements in online course development because of my technological knowledge and skills. I noticed that I have also enhanced my technical proficiency in using Canvas. Doing more tasks in Canvas made me appreciate it. Everything becomes easier now." (P1)

"I learned how to navigate and use my gadget." (P2)

"It is easier now for me to navigate Canvas." (P11)

3.2.2. Engaging students in online learning

Cognizant of the value of student-centered learning, the faculty participants have cited the importance of student engagement in the development, design, and implementation of the online course modules. Fostering quality student engagement in an online learning environment is vital to successful online teaching and learning. Student engagement necessitates the capacity and capability of the teachers to ensure that students are fueled with passion and motivation to be engaged and involved in the online classroom environment. Student engagement implies self-directed, mature, autonomous, disciplined, and eager learners.

"It is important that teachers like me engage students in their learning process. More than ever, they are to be trained in the independent study because online learning becomes our "new" normal now. It is different when I am in the face-to-face classroom. It is easier to call the attention of my students. But, with online learning, it is a challenging one." (P8)

"Nothing beats an engaging online lesson. As a teacher, I have to keep in mind how to engage my students. It requires a little more effort to ensure that my student presence is felt in the online classroom. It requires creativity and innovativeness. When

students are engaged in learning, the success rate to learn beyond what the lessons offer would be high." (P1)

3.2.3. Demonstrating online teaching competence

The online learning environment demands teachers to demonstrate excellence in teaching. Given a "new" environment where teaching and learning take place, the teachers need to improve their teaching competence in the use of technology to impact quality instruction. Much is expected from the teachers to be able to ensure that students acquire the desired level of learning outcomes, which is measured in terms of knowledge, skills, and attitudes. Effective teachers focus on the three domains of learning: cognitive, psychomotor, and affective. Whether teachers are in remote online or in a face-to-face traditional classroom, the elements of teaching competence are non-negotiable.

"With our mentoring session, the microteaching and online teaching demonstration have helped me rethink and reimagine my teaching methods and strategies. I have to step up in terms of my techniques, as I will be immersed in the online learning environment with my students. I cannot conduct the lecture at a pace believing that students can learn while we are apart." (P1)

"The mentoring sessions helped me construct my online modules. I also learned how to teach virtually." (P6)

3.2.4. Exhibiting transitional adaptation to online teaching and learning

Transitional adaptation means flexibility and acclimatization to the "new" online learning environment where the teachers make adjustments in their personal coping mechanisms and teaching strategies. Since they are considered "novices" in remote teaching, the participants have exhibited transitional adaptation to deliver quality instruction in virtual modality.

"With the microteaching and online teaching demonstration, I had an opportunity to experience the virtual learning environment by listening to instructions and directions from our mentors. Since the mode of teaching is new to me, I have learned to adapt and adjust." (P6)

"I am not used to asynchronous where I cannot see my students' reaction immediately, also the limitation of the GB allotted for the course is a GREAT challenge, but I can definitely adapt to it as our "new" normal of teaching." (P7)

"I was a bit nervous in micro-teaching maybe because it's my first time to do it. However, I did it." (P3)

3.2.5. Developing openness to professional growth and development

One has to be an open system and a lifelong learner in order to bring about professional growth and development, which are much needed at a time and situation where teachers need to keep abreast of the current trends and innovative practices to deliver quality teaching and learning.

"True enough, learning is a continuous process." (P7)

"I suggest having more training like this, and schedule according to the audience availability." (P5)

"I want to learn more information about evaluation and assessment in online courses." (P7)

"I wish a continuous follow-up to achieve better results is done to ensure that everything is prepared and okay by the time that online classes start this coming semester." (P8)

"A one-on-one tutorial session is much appreciated to further advance my skills." (P10)

3.2.6. Enabling inclusive online teaching and learning activities, and assessment for and of learning

There is a dire need to enhance the flexibility and inclusivity of the online teaching and learning activities (TLAs) as well as reliable assessment for and of learning. Considering the limited bandwidth of the students, teachers should keep in mind putting more asynchronous learning sessions than synchronous ones as the latter can halt productivity and quality learning.

"Authentic learning assessment has to be expanded in times where online teaching and learning are conducted. The "new" modality of teaching and learning that is online should see to it that learning is inclusive." (P1)

"How will I use other TLA to deliver a board subject? I think, I really have to make efforts to ensure that my students are good." (P7).

3.2.7. Emerging positive emotional expressions towards "reverse" mentoring

Reverse mentoring happens when the "less experienced" teachers, with respect to years of teaching experience, demonstrate the capacity and capability to mentor and guide the more "seasoned" teachers.

"It was quite challenging to mentor a more seasoned educator. This made me feel apprehensive because I was afraid if I will gain their respect and that they will follow my lead." (P8)

"What's good about the mentoring sessions is that the younger teachers teach the older ones. Young teachers are creative. We learn from them a lot of tools for teaching." (P7)

3.2.8. Acceptance of personal limitations, values acquisition, and teacher empowerment

The mentoring sessions have revealed the participants' development of insights about their strengths and weaknesses, acceptance of their limitations, and exhibited values of humility, honesty, leadership, as well as empowerment.

"I still need to practice. Practice makes perfect." (P5)
"I learned to become more patient and perseverant." (P1)
"I learned the value of integrity." (P3)
"To be honest in admitting what I don't know." (P2)
"Be honest to yourself, feel free to ask things you do not know." (P4)
"Willingness to share what one knows." (P10)
"Commitment, perseverance, and sense of responsibility." (P6)

4. Discussion

The results of the current study support Gibson and Tran's (2017) findings that a faculty-to-faculty mentoring program is considered a useful way to help faculty succeed in teaching. On the other hand, Werner-Washburne (2017) emphasized that mentoring is not about fixing deficiencies but about letting mentees and others discover or rediscover their abilities such as leadership, creativity, critical thinking, resilience, and emotional intelligence. Other positive outcomes of the mentoring program are the provision of opportunities to develop relationships that allowed professional and social interactions; contributed to the mentees' future success in teaching, research, and service leading to tenure and promotion; and provided occasions for discussions relevant to the operations of the department (Tran & Gibson, 2017). The empowerment of faculty is a critical component of any successful distance learning (Luongo & O'Brien, 2017), and this surfaced in the current study. The integration of educational technologies requires faculty training (Baran, 2016). In this regard, evidence-based faculty mentoring program is vital (Hulton et al., 2016).

A mentoring project, like the Project e-RISE, provided many opportunities for the mentors about using new technologies in educational processes and discussing the process in a collaborative atmosphere with the mentees (Konca & Tasdemir, 2018). Moreover, Dorner & Kumar (2017) specifies that technology skills and Internet abilities were identified as must-

be attributes. Furthermore, a system-based mentorship model shows great significance in terms of emphasizing the importance of the mentors to guide the integration and conduct of necessary interventions (Gökoğlu & Çakıroğlu, 2017) of technologies. In this regard, the nurse faculty becomes more adept with technologies and trends in online teaching and is more endowed with the necessary technical knowledge and competence essential for a successful teaching experience among the nurse faculty, and a quality learning experience among their students.

Student engagement pertains to how learners become active participants in their learning process as self-regulated, independent, and diligent learners. Mentoring sessions highlight that learning collaboration is beneficial in developing a sense of sharing (Konca & Tasdemir, 2018), and this emerged in the Project e-RISE between and among the nurse faculty. This soon is translated by the nurse faculty either in the synchronous or asynchronous online sessions. A collaborative learning atmosphere between the mentor and mentee (Konca & Tasdemir, 2018) increases the potential for successful online learning delivery. As a team wishing to engage nursing students in their learning process, the nurse faculty have proven that having a common goal, good, honest communication, willingness to watch each other's backs, and no unnecessary emergencies (Werner-Washburne, 2019) can accelerate the attainment of the goals set in the mentoring sessions. All these are directed to students who are regarded as the primary recipients or beneficiaries of online instruction.

Effective mentoring relationships are facilitated by collaboration and demonstrated by humanistic qualities (Nottingham et al., 2017). One primary ingredient in successful microteaching and online teaching demonstration is team spirit or esprit de corps. When support comes from mentees, the mentors can efficiently process the learning outcomes designed for microteaching and online teaching demonstrations. The nurse faculty demonstrated such supportive attributes that resulted in meaningful microteaching and online teaching demonstrations. The nurse faculty learned skills such as time management, course planning, and determining learners' needs. The results of the current study support the findings of Konca and Tasdemir (2018).

The nurse faculty learned the capacity to nurture acclimatization to the "new" normal which is online teaching. The nurse faculty, based on their demographic characteristics, explicate that the adaptation to the new modality of teaching is more straightforward because of the availability of resources. The findings contradicted the results of Konca and Taşdemir (2018) when they reported that the challenges such as lack of access to a

computer laboratory and lack of a wireless network for general use were the most significant problems dealt with by the mentor and the mentees. Considering their demographic characteristics and responses, diversity is not also an issue in the transitioning from the "old" normal to the "new" normal of education delivery. The mentoring sessions are exciting and have built trust and open communication between the mentors and mentees. The findings agree that diversity is not always easy. However, it can be fun, and the sooner people agree to make it a goal, develop trust, and communicate honestly and openly, the sooner the attainment of a goal (Werner-Washburne, 2017).

In a study, faculty members may be highly skilled in various forms of on-ground classroom instruction. However, they have little knowledge of online course design, digital media development, and the use of online learning management software (Luongo & O'Brien, 2018). To empower the nurse faculty to teach distance learning courses, they need to support other instructors who have successfully transitioned from teaching face-to-face to teaching from a distance (Luongo & O'Brien, 2018). However, one study contradicts the statement made by the latter. Despite these ongoing efforts to support faculty, trends suggest that teachers lack technology-related teaching competencies (Parrish & Sadera, 2019). Nonetheless, in the current study, the nurse faculty's willingness to participate aided them to become successful in the outputs tasked to them during the mentoring sessions. In this regard, successful online learning is indeed a transformative process that best proceeds with reflection; this is from the mentees' perspective (Dorner, 2017). More than anyone else, the nurse faculty know better their weaknesses than their strengths in teaching online. Professional growth and development are much known by the nurse faculty yield them to become more open to learning.

Considering some students' limitations in accessibility and connectivity, the nurse faculty ensures that the teaching and learning activities and assessments for and of learning are fair and just to their students. The nursing students mostly use mobile phones. The nurse faculty see the pedagogical roles of mobile devices as sorts of reinforcement, motivation, and engagement other than content delivery tools (Sung et al., 2016).

The new and veteran faculty alike strive to teach effectively in today's technological world (Luongo & O'Brien, 2018) but reverse mentoring has been proven effective in the current study. However, regarded as not an overnight task, e-mentoring is proposed (Chong et al., 2019) to supplement this dominant form of mentoring in medicine by providing accessible,

timely, and longitudinal support for mentees. This is also true among adjunct faculty. In a particular study, virtual mentoring encompassed not only an orientation to online pedagogical practices but also mentoring by an experienced online nurse educator who served as the direct mentor and was found effective (Clement & Welch, 2017). Mentoring Initiative was also useful in increasing scholarship productivity of clinical assistant professors and their knowledge of academic promotion processes (Shieha & Cullenb, 2018). Further cited that the success of the initiative could be attributable to the use of a multimethod approach with clear program goals, robust systems support, and well-received mentoring quality (Shieha & Cullenb, 2018).

Project e-RISE is empowering and emancipating, as revealed by the reflections of the nurse faculty. As posited, faculty mentoring programs provide a valuable way for instructors to gain empowerment and obtain the knowledge, skills, and support necessary to teach online (Luongo & O'Brien, 2018). The potential for new learning and to shape intrinsic motivation (Parrish & Sadera, 2019) are goals of mentoring sessions to foster emancipation or empowerment in nurse faculty. Empowerment promotes autonomy, self-regulation, and reflective teaching.

5. Conclusion

The study explored the lessons uncovered from the Project e-RISE done through a series of mentoring sessions among the nurse faculty in preparing them to teach online. Various themes were revealed, ranging from ***advancing technological knowledge and competence*** to ***accepting personal limitations, value acquisition, and teacher empowerment***. While the study is limited to eleven nurse faculty of a specific nursing institute, the findings are significant and cannot be ignored.

Reverse mentoring is a fertile tool to learn and maximize creativity and innovation. While most people assume that wisdom comes with age, the younger generation's wisdom, creativity, and innovativeness cannot be underestimated and instead can be used for the common good. The intergenerational differences in terms of experiences and skills, particularly technology knowledge and competencies, can bring about oneness that can be forged through reverse mentoring. Likewise, teacher empowerment is best celebrated when there is no one left behind. Looking at the experiences with transitioning of those who are slowly progressing during mentoring sessions to become more independent and self-regulated is a manifestation of genuine success in mentoring sessions. Other scholars may see this study as a springboard to exploring other phenomena relative to mentoring sessions.

Lastly, with the study limitations related to the number and characteristics of the participants and the nature of the setting where the study was conducted, it is suggested that related studies be conducted using a larger population and in various private and public higher education institutions offering a baccalaureate degree in nursing. Other approaches in qualitative studies, as well as quantitative and mixed methods research designs, are also recommended to validate relevant findings and explore other significant phenomena not explored in this study.

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