Building a Social Presence Online

Faculty Development Workshop
Create a learning environment ...

• that helps students attain learning goals

• where students feel comfortable
Social Presence

...is a measure of the feeling of community that a learner experiences in an online environment.
How do you create a comfortable online learning environment?

- student-to-student
- student-to-content
- student-to-instructor
Community of Inquiry (COI)

Social Presence
- Selecting Content
- Setting Climate
- Supporting Discourse

Cognitive Presence
- Educational Experience/Learning

Teaching Presence
- Design and organization
- Facilitating discourse
- Direct instruction
- Feedback

Student-to-Instructor
- Design and organization
- Facilitating discourse
- Direct instruction
- Feedback

Student-to-Student
- Open communication
- Group cohesion
- Affective expression
- Peer feedback

Student-to-Content
- Recognize problem
- Explore options/discuss
- Reflect/integrate/link
- Apply knowledge/defend solutions
Student-to-Student

Continuous Communication

- Personalized introductions
- Synchronous learning (WebEx or Chat)
- Discussion forums
Personal Introductions

Video Introductions
- Includes assessment.

Upload a video introduction here using an mp4 file or a link to a YouTube video.

When you introduce yourself, address the following questions:

1. What are your teaching experiences?
2. What are your experiences?
3. What is something you are proud of?

If you'd like some tips on recording, but I think she has some great.

Introductions

Topic

Say hello to your classmates
- Available: Saturday, May 12, 2018 2:01 PM MDT - Wednesday, May 16, 2018 11:59 PM MDT.
- Includes assessment.

Please introduce the person right below you in the class enrollment page of the class. Just click on their picture and it will open up the information they have shared with the class.

Scavenger Hunt Check In
- Available after Saturday, May 12, 2018 2:01 PM MDT.

Share your Pets
- Available after Monday, May 14, 2018 1:42 PM MDT.

Introduction - Cartoon Yourself
- Includes assessment.

Instead of the typical, "Hello, my name is Sue," type of introduction, we're going to try something different -- "Create a cartoon." For this discussion, use a tool, such as ToonDoo, to create a cartoon that best tells us who you are.

After you create your cartoon, export it to your computer. Then upload it as an image to the discussion so that everyone can see your creation.
In Montana, you can’t require fully online students to be at a certain place at a certain time. *Always offer a choice. *Provide recording and give assignment.

Synchronous Learning

- Brainstorm
- Q & A Sessions
- Debates
- Remote Study Group

*In Montana, you can’t require fully online students to be at a certain place at a certain time. *Always offer a choice. *Provide recording and give assignment.
Discussion Forums

- Set expectations upfront
- Make use of debates and case studies
- Create virtual water cooler
• Ask open-ended questions
• Stimulate different types of thinking
• Probe further
Group Work

- Group projects
- Peer feedback (with rubric)
- Jigsaw
Keys to success:
• Provide clear instructions and expectations
• Model support and encouragement
• Use humor, emoticons, and stories
Student-to-Instructor

Contact Information
- Instructor widget in D2L
- First announcement
- Syllabus

Frequent Feedback
- Timely
- Positive
- Encouraging
- Respectful
- Use Turnitin

Continuous Communication
- Virtual Office Hours
- Announcements
- Introductions
- Email (intro/weekly)
- Online chats (WebEx or Chat)
- Discussion forums
- Group projects
- Blogs
- Surveys

Share Personal Stories/Experiences
- Icebreakers
- Video introduction
- Use their names
- Create screencast videos with TechSmith Relay

Source: https://ctl.byu.edu/tip/social-presence-and-interaction-online-classroom
Include availability and your preferred method of communication in your syllabus and course overview or video.
Provide Frequent Feedback

- Timely
- Positive
- Encouraging
- Respectful
- Use Turnitin
Regular Announcements

• Greeting
• Variety
• Visual aids
• Stories
• Humor
• Conversational
• Positive tone

Welcome to Module 3
Posted Sep 5, 2018 8:47 AM

Welcome everyone!
I’m thrilled you have joined us this semester! This course is designed to help you learn how to create effective online courses. Here’s a quick overview of what you need to know to begin.

In this module you’ll learn more about building your teaching presence as well as tips for creating an interactive classroom.
Continuous Communication

Virtual Office Hours (Discussion)

CIQ/Survey Example

This week in your Personal Reflective Journal, I’d like to hear how the course is working for you.

1. What have you liked best about this class?
2. What challenges, if any, have you experienced?
3. Do you have any additional comments or feedback?

Critical Incident Questionnaire (CIQ)
# Online Course Structure

<table>
<thead>
<tr>
<th><strong>Course Design Components</strong></th>
<th><strong>Purpose</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>An introduction</td>
<td>Grab the students’ attention and explain the module layout.</td>
</tr>
<tr>
<td>Some resources</td>
<td>Course Content (textbook readings, journal articles, videos, websites, lectures, PowerPoint presentations, labs, etc.)</td>
</tr>
<tr>
<td>Some kind of activity</td>
<td>Discussions (most common), group work</td>
</tr>
<tr>
<td>A project or assignment</td>
<td>Homework assignments where students work with or manipulate the content: projects, quizzes, tests, papers, labs, workbook pages, etc.</td>
</tr>
<tr>
<td>A concluding activity gives us the opportunity to prompt for critical reflection or assess learning</td>
<td>Critical reflection helps us tie what we learned to create new knowledge in a meaningful way (reflection journals). Classroom Assessment is a way to see if students are really learning, informally or formally, and gives them the opportunity to give us input (Survey, CIQ).</td>
</tr>
</tbody>
</table>
Student-to-Content

- Design a **variety** of engaging activities
  - Problem-solve and application
  - Case studies, simulations, debates
  - Self-reflection
  - Refer to Bloom’s Taxonomy
- Create videos (TechSmith Relay)
- Try new, fun tools
  - YouTube
  - Google Docs
  - Flickr
  - Powtoon
  - Social Networking (Diigo, Pinterest)
  - Canva
  - Blogs
  - Prezi
  - Wikis
  - Kahoot
  - Padlet

Source: [https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/](https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/)
Course Design Tips

- Consistent layout
- Control pace
- Be relevant, consistent & organized
- Include clear expectations
- Conclude with best-wishes message
Build Connection

- Student-to-Student
- Student-to-Instructor
- Student-to-Content
- Student-to-World
Resources

Building Instructor and Social Presence YouTube Video https://youtu.be/ZAy7pAL7Ev5


Creating Social Presence in Online Environments by Adam Jordan
https://prezi.com/5fo84_v0oeio/creating-social-presence-in-online-environments/

D2L Chat Function https://community.brightspace.com/s/article/Create-private-and-group-chat-rooms

Eight Ways To Increase Social Presence in Your Online Classes by Hong Wan PhD. Faculty Focus, February 18, 2010
https://www.facultyfocus.com/articles/online-education/eight-ways-to-increase-social-presence-in-your-online-classes/


Generating & Facilitating Engaging & Effective Online Discussions by University of Oregon Teaching Effectiveness Program https://tep.uoregon.edu/technology/blackboard/docs/discussionboard.pdf
Resources (continued)


Social Presence and Interaction in the Online Classroom from BYU Center for Teaching and Learning (on their website) https://ctl.byu.edu/tip/social-presence-and-interaction-online-classroom


Vanderbilt University Center for Teaching https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/