



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?

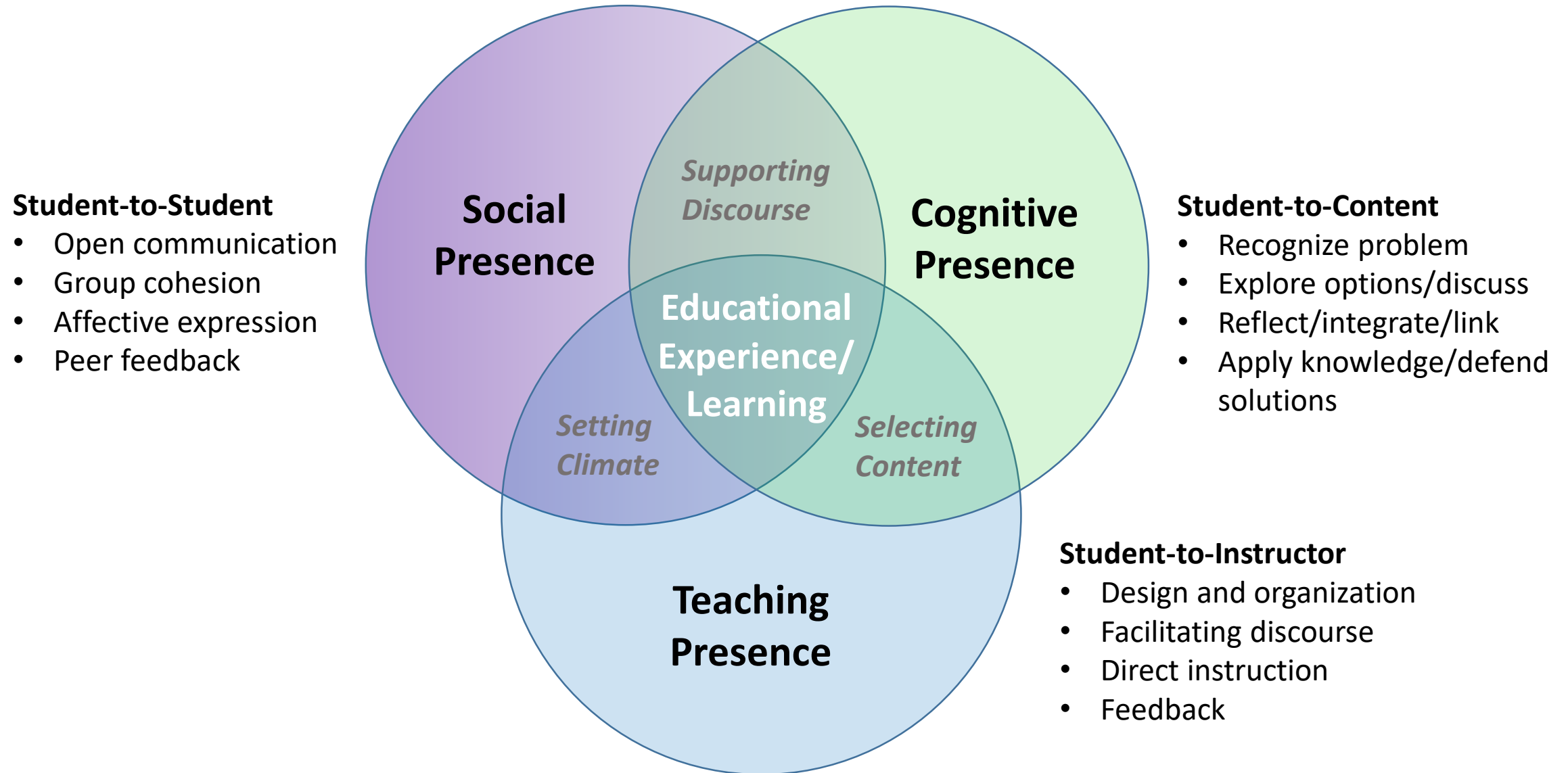
student-to-student

student-to-content

student-to-instructor



Community of Inquiry (COI)



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 a video, check out this link: [https://www.youtube.com/watch?v=...](#) but I think she has some great ideas.

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 ▾

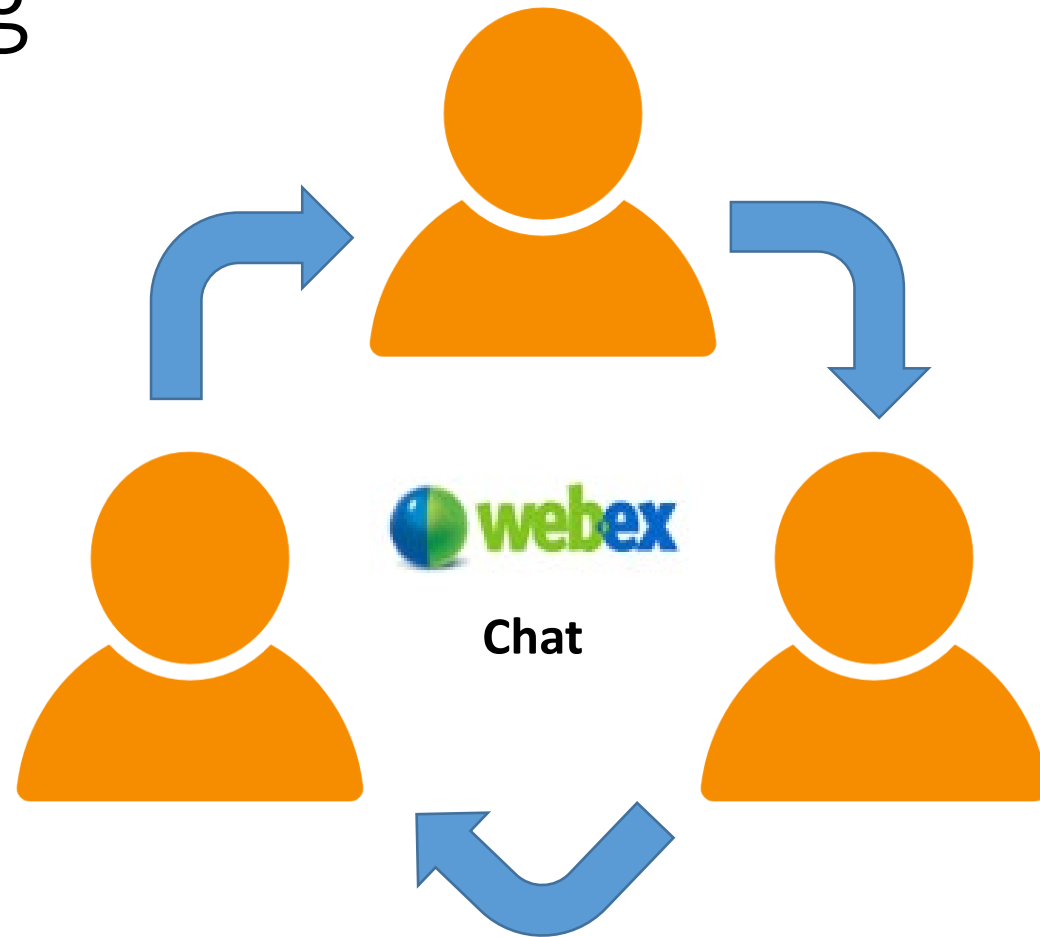
🔑 Includes assessment.

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 tell 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.

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

Writing Good Discussion Questions		
When you write discussion questions, think about what is most important that students know and understand (e.g., the last lecture on the topic, the chapter in the book, etc.). Avoid questions that prompt a yes or no answer. If you get that kind of answer, ask the student to explain and justify their response. Ask them to refer to the reading they were to read and opinions.		
Stimulate different kinds of thinking:		
Convergent Thinking	Divergent Thinking	Evaluative Thinking
<p>Usually begin with:</p> <ul style="list-style-type: none">• Why• How• In what ways... <p>Follows Rules</p>	<p>Usually begin with:</p> <ul style="list-style-type: none">• Imagine• Suppose• Predict...• If..., then...• How might...• Can you imagine...• What are some possible consequences... <p>Brainstorming</p>	<p>Usually begin with these words or phrases:</p> <ul style="list-style-type: none">• Defend• Judge• Justify...• What do you think about...• What is your opinion about... <p>Assess, Evaluate</p>
<p>Examples:</p> <ul style="list-style-type: none">• How does gravity differ from electrostatic attraction?• How was the invasion of...	<p>Examples:</p> <ul style="list-style-type: none">• Suppose that Caesar never returned to Rome from Gaul. Would the Empire have...	<p>Examples:</p> <ul style="list-style-type: none">• What do you think are the advantages of solar power over coal-fired electric plants?• Is it fair that Title IX requires...

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

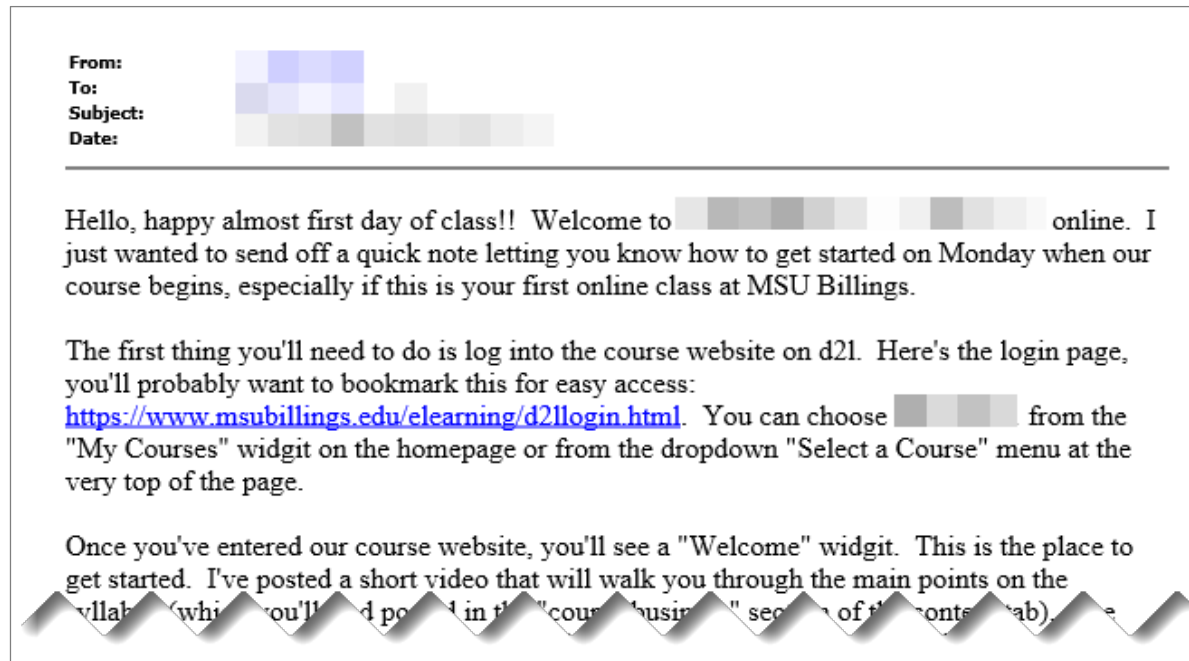
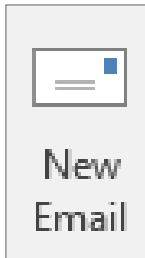
Share Personal Stories/Experiences

Announcements ▼

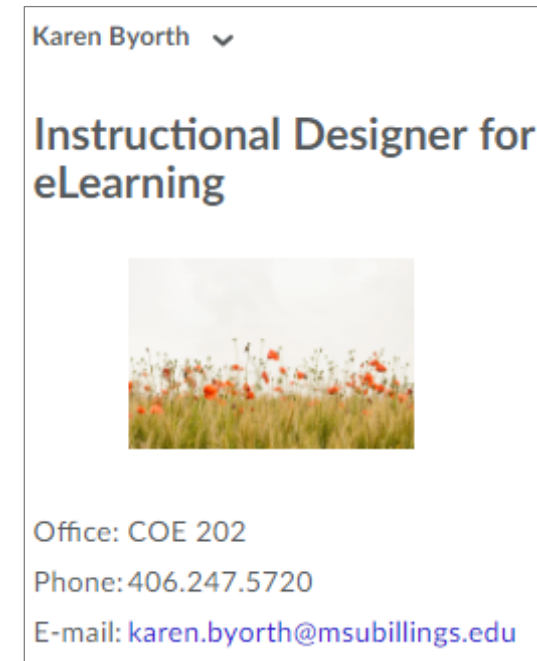
- Icebreakers
- Video introduction
- Use their names
- Create screencast videos with TechSmith Relay



Contact Information



Send Welcome Email



Add Instructor Widget

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

Evaluate Submission

Back to Submissions

Previous Student User 1 of 22 Next Student

Evaluation and Feedback

Rubrics
No Rubric Selected.
[\[Associate Rubric\]](#)
[\[Create Rubric\]](#)

Score
10 / 10
Grade Item: [Week 4 Reflection](#)

Student View Preview
10 / 10 - 100 %

Feedback

Feedback area with icons for video, image, link, and a dropdown menu. Below the icons is a large text input area. At the bottom of the feedback section are buttons for "Add a File" and "Record Audio".

Update Next Student

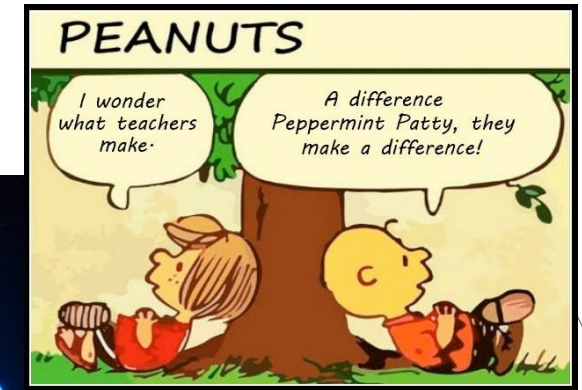
Originality Check®



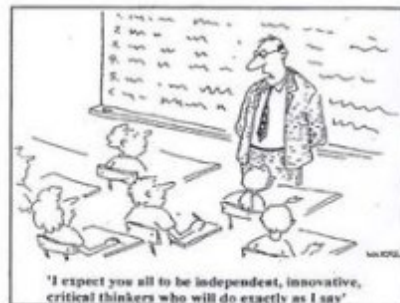
Enable for this folder [How does originality checking work?](#)

Regular Announcements

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



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



Announcements ▾
Welcome to Test Class 2018! ▾
Posted Jan 4, 2018 11:13 AM
Welcome everyone!
I'm thrilled you have joined us this semester! This Test course is designed to help you learn how to create effective online course in D2L. 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 ▾

Topic

Virtual Office: Post Your Questions Here! ▾

This Discussion is set aside for you to ask questions or voice comments and suggestions as you would by coming to my office or raising your hand in a classroom. When one person has a question, chances are that others in class are wondering about the same thing but are afraid to ask. It is usually helpful to the entire class to see the answer. You may respond to a post if you feel you can answer the question thoroughly and directly. If you prefer to send a private message, go to our Classlist, check the box to the left of my picture and click the email icon.

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?

Virtual Office Hours (Discussion)

Critical Incident Questionnaire (CIQ)



Online Course Structure

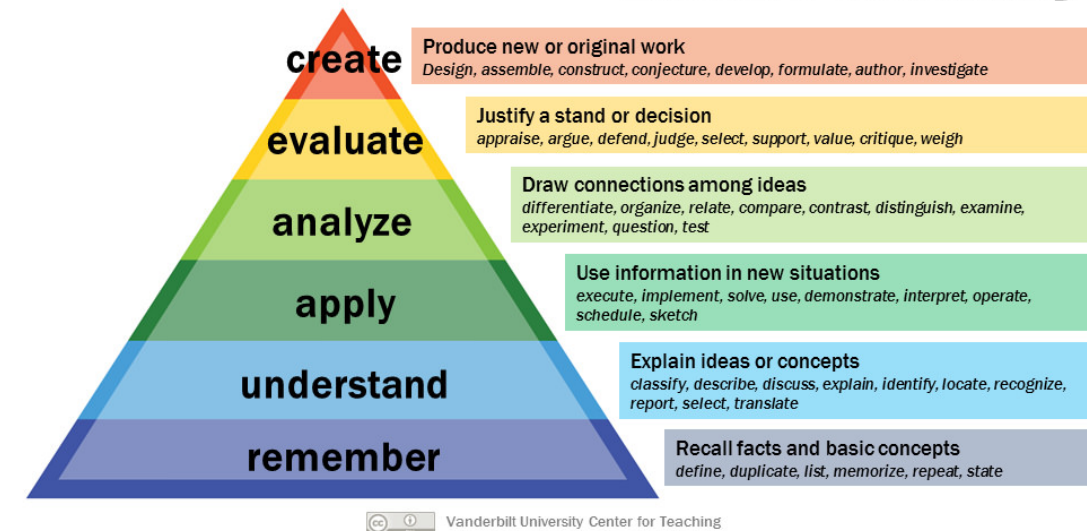
Course Design Components	Purpose
An introduction	Grab the students' attention and explain the module layout.
Some resources	Course Content (textbook readings, journal articles, videos, websites, lectures, PowerPoint presentations, labs, etc.)
Some kind of activity	Discussions (most common), group work
A project or assignment	Homework assignments where students work with or manipulate the content: projects, quizzes, tests, papers, labs, workbook pages, etc.
A concluding activity gives us the opportunity to prompt for critical reflection or assess learning	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).

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 ▪

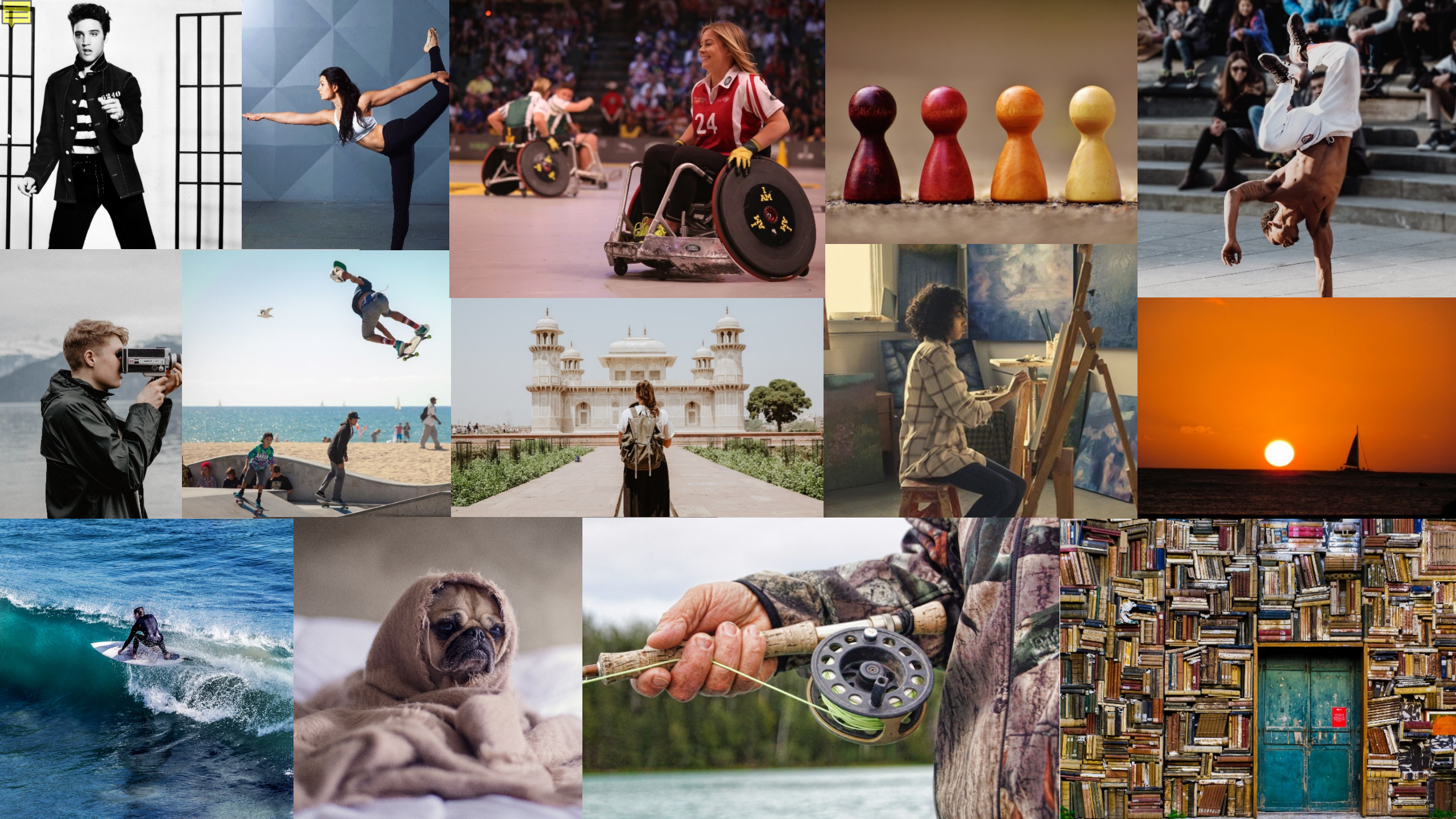
Bloom's Taxonomy



Course Design Tips

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







Build Connection

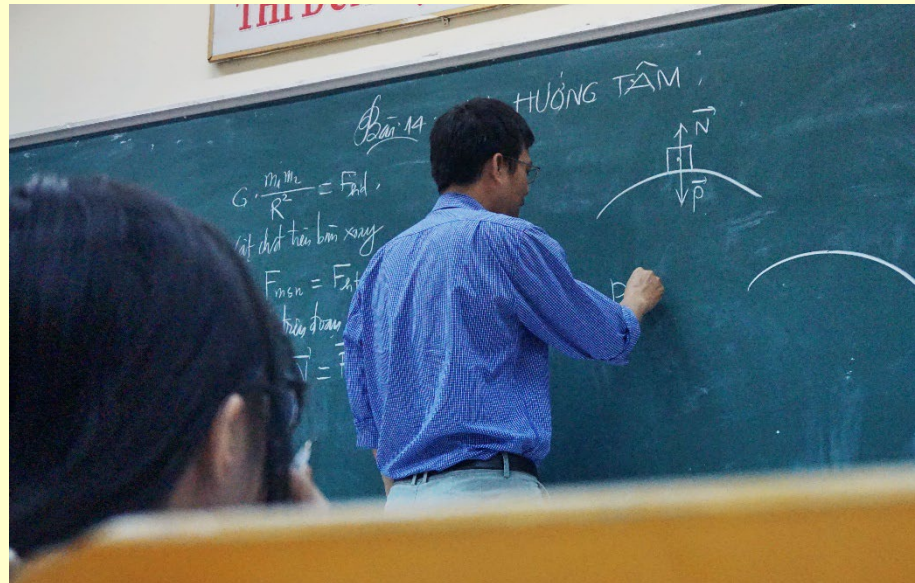
Student-to-Student



Student-to-Instructor




Student-to-Content



Student-to-World





Resources

Building Instructor and Social Presence YouTube Video <https://youtu.be/ZAy7pAL7Evs>

Creating Effective Communities of Inquiry in Online Courses by Aylin Tekiner Tolu. Procedia – Social and Behavioral Sciences Volume 70, January 2013. Pages 1049-1055.

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/>

Garrison, D. R., and T. Anderson. 2003. E-learning in the 21st century: A framework for research and practice. New York: Routledge Falmer.

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

Resources (continued)

Horton, W. (2000). Designing web-based training. New York: John Wiley & Sons.

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>

Social Presence in Online Learning: 7 Things Instructional Designers Can Do to Improve It by Edgar Garcia-O'Neill. January 21, 2016. <https://elearningindustry.com/social-presence-in-online-learning-7-things-instructional-designers-can-improve>

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

Free stock photos <https://unsplash.com/>, <https://www.pexels.com/>