ARE YOU PRESENT?
Online Teaching Strategies for the Well-Rounded Instructor

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Agenda

• What is The Community of Inquiry and why is it important?
• What is social, teaching, cognitive presence?
• Examples of how to use social, cognitive and teaching presence in your course
• Presence activity
• Reflection and takeaways
The Community of Inquiry is a teaching framework that outlines a process to help instructors to create learning experiences through the development of three interdependent elements - social, cognitive and teaching.
Why is this concept of The Community of Inquiry important?

• Of all the best practices for online teaching, the most important practice is “being there.”

• Creating a holistic approach to your teaching

• As the instructor, you are creating a deep and meaningful (collaborative-constructivist) learning experience through three interdependent elements – social, cognitive and teaching presence.
There is an evaluation tool that can measure the effectiveness of using the COI in a course redesign.

1. The instructor clearly communicated important course topics.
2. The instructor clearly communicated important course goals.
3. The instructor provided clear instructions on how to participate in course learning activities.
4. The instructor clearly communicated important due dates/time frames for learning activities.
5. The instructor was helpful in identifying areas of agreement and disagreement on course topics that helped me to learn.
6. The instructor was helpful in guiding the class towards understanding course topics in a way that helped me clarify my thinking.
7. The instructor helped to keep course participants engaged and participating in productive dialogue.
8. The instructor helped the course participants on task in a way that helped me to learn.
9. The instructor encouraged course participants to explore new concepts in this course.
10. Instructor actions reinforced the development of a sense of community among course participants.
11. The instructor helped to focus discussion on relevant issues in a way that helped me to learn.
12. The instructor provided feedback that helped me understand my strengths and weaknesses relative to the course’s goals and objectives.
13. The instructor provided feedback in a timely fashion.
14. Getting to know other course participants gave me a sense of belonging in the course.
15. I was able to form distinct impressions of some course participants.
16. Online or web-based communication is an excellent medium for social interaction.
17. I felt comfortable conversing through the online medium.
Social
The ability of learners to project their personal characteristics into the community of inquiry, thereby presenting themselves as “real people”. Social learning opportunities with peers.

Challenges: Moving from surface level “socio-emotional” to deeper educational purposes

Cognitive
The extent to which participants in a community of inquiry are able to construct meaning through sustained communication.

Challenges: Difficulty in moving past exploration phase in online environments

Teaching
The design, facilitation, and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes.

Challenges: Balancing facilitation, instruction, and design. Dual role of moderating and shaping direction

Source: https://coi.athabascau.ca
Using Social Presence in your course

Students need to be able to learn from and with one another as skillfully as they can learn from materials or a teacher.

-UDL On Campus: Universal Design for Learning in Higher Education

- Syllabus - Setting expectations for engagement, social learning experiences
- Profile setup
- Recording personal introductions (video)
- Peer Reviews
- Discussions
- Groups and Collaborative Docs
Using Cognitive Presence in your course

*Triggering cognition, collaboration, application, testing of ideas.*

- Video, with subsequent anchoring activities
- Deeper dives with collaboration, groups, team-based learning
- More versions of product through drafts, ePortfolios
- Peer reviews
- Creating a feedback loops - student/student; student/instructor
- Designing assignments with thoughtful, Bloom’s Taxonomy prompts
Using Teaching Presence in your course

- Modules - linear work path
- Consistent organization in weekly content/activities
- Evaluation and Reflection
- Reflective teaching - asking clarifying questions, integrating changes
- Clear communication
- Appropriate, approachable tone in communication (i.e. announcements)
Presence activity

- Access the Google Doc posted in the ZOOM chat box.
- Jot down a few thoughts related to how you are currently achieving presence in your course (or how you would like to!)
  
  *(Approx. 5 minutes)*

- Share!
Expression
- Emoticons
- Humor
- Self-Disclosure

Group Cohesion
- Agreement
- Asking
- Complimenting
- Continuing Threads
- Video Use
- Referring
- Quoting Others

Open Communication
- Vocatives
- Inclusion
- Salutations

Instructional Design
- Setting Curriculum
- Setting goals/targets
- Methods
- Standards
- Scaffolding

Facilitating Discourse
- Defining/Initiating Discussion Topics
- Identify Shared, Personal Meaning
- Quality of Process

Creating Presence
- Social
  - Identity, Style, Safety Ownership of Space
  - Projecting personal characteristics; presenting oneself as a "real person"
- Cognitive
  - Constructing knowledge through sustained communication; shared meaning
- Cognitive
  - Triggering Cognition, Collaborative, Actual Application, Testing Ideas

Educational Experience
- Design, Development, Delivery of Course and Materials
- Design, facilitation, and direction of cognitive and social processes for meaningful and educational outcomes

Triggering Event
- Recognizing the Problem
- Sense of Puzzlement

Exploration
- Divergence
- Brainstorming
- Info Exchange
- Suggestions
- Conclusions

Integration
- Convergence
- Creating Solutions
- Connecting Ideas

Resolution
- Apply New Ideas
- Test Solutions
- Defend Solutions

Direct Instruction
- Focusing Discussion
- Questioning
- Direct Feedback
- Injection of New Knowledge

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A new version of the Community of Inquiry framework (Armellini & De Stefani, 2016)
Reflection and Takeaways

- Start small
- Be thoughtful and intentional
- Remember the reason - exceptional learning experience!
Reflection and Takeaways

• How are you currently using “presence” in your course? How might you integrate some of these techniques into your online course?

• Did you identify any presence strategies that you have already been doing, and how successful has it been?

• Given the field you’re teaching in, do these ideas fit into the courses you teach? Why or why not?
References & Resources


Community of Inquiry Home
https://coi.athabascau.ca/

Community of Inquiry Multi-author Blog
http://www.thecommunityofinquiry.org/


UDL On Campus: Universal Design for Learning in Higher Education (http://udloncampus.cast.org)