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OBJECTIVES

➢ Evaluate the purpose of the presence initiative series and its general content
➢ Apply key concepts from the presentation when working with students, faculty, and staff – online and in daily interactions

***Please Note: Examples and applications are aligned with the Canvas Platform. Opportunities may vary with other learning platforms. ***
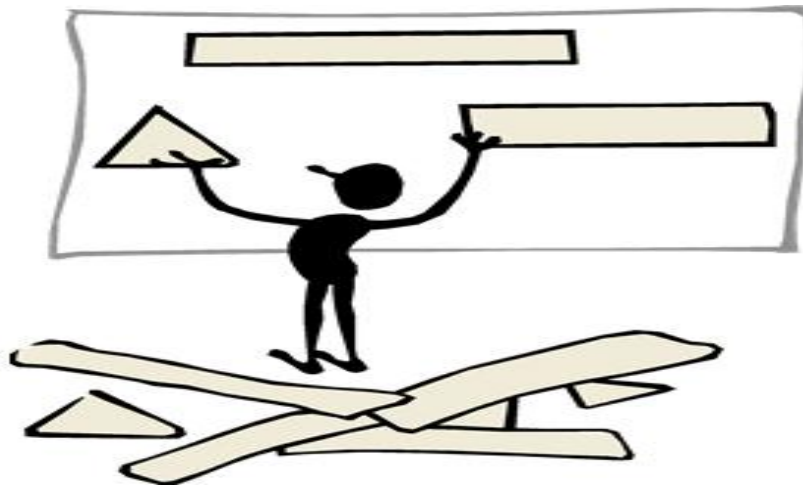
PRE-PRESENTATION THOUGHTS

- What is social presence?
- What is cognitive presence?
- What is teaching presence?
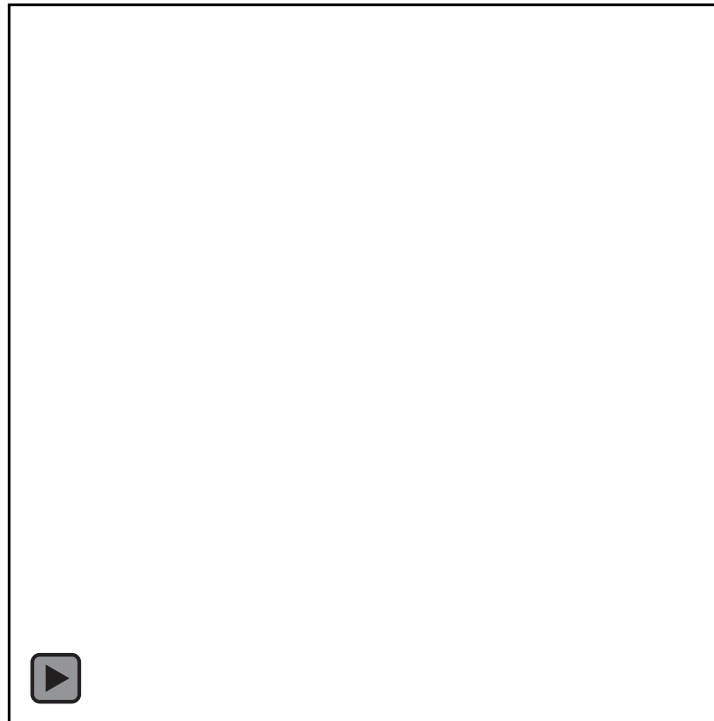
COMMUNITY OF INQUIRY

Why Instructor Presence?

(Cognitive, Social, Teaching)

- Improve retention and success; Increase satisfaction (Carr, 2000)

- Improve persistence and Increase the perceptions of instructor psychological support (Shelton, 2003; Roberts & Styron, 2010).

- Increase feelings if belonging (Gunawardena & Zittle, 1997; Hart, 2012, p.1)

- Support the need for "human connection" (Lieberman, 2013).

Community of Inquiry
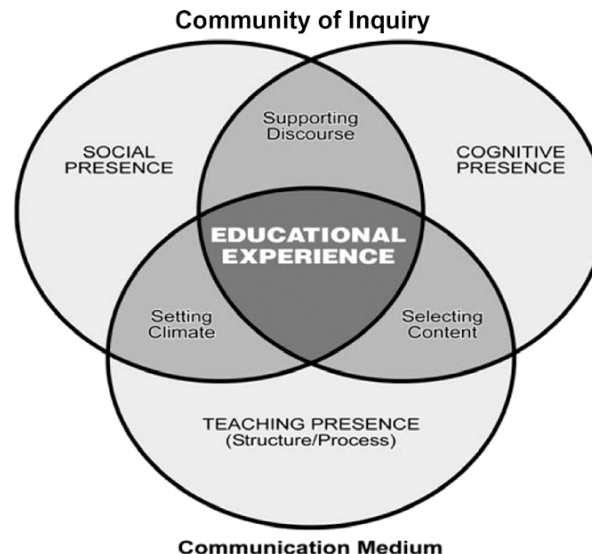
LET'S REVIEW SOCIAL PRESENCE!
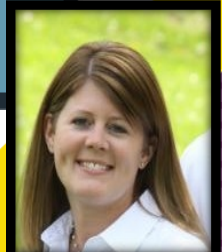
WHAT DOES IT MEAN TO BE SOCIALLY PRESENT?

- Social Presence is building a supportive learning community, providing a venue for communication within a trusted environment where students can express individual identities and establish social relationships (Garrison, Anderson, & Archer, 2000).

- Engagement is an important element of social presence. Students should want to engage with the instructor, content, and each other. Interacting in these ways can help create a sense of belonging in a vibrant learning community.

- Social Presence requires a welcoming setting: allowing risk-free expression, drawing in participants, encouraging collaboration, establishing instructor presence, engaging in supportive contact and interactions.

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WHAT ARE THE GOALS OF SOCIAL PRESENCE?

Be real with your students. Let them know who you are. This will help build trusting relationships.

1)   Develop a perception of community

2)   Develop trust

3)   Project yourself as a real person
   - I am real. I am a mother, a wife, a sister,
     and a daughter.
   - Personal sharing helps students
     develop a sense of trust in and
     connection with an instructor.
     This is foundational for cultivating the
     social presence needed for healthy and productive learning.

WHY IS SOCIAL PRESENCE IMPORTANT?

1) Reduces feelings of isolation
2) Improves retention rates
3) Improves academic performance and
4) Increases self efficacy
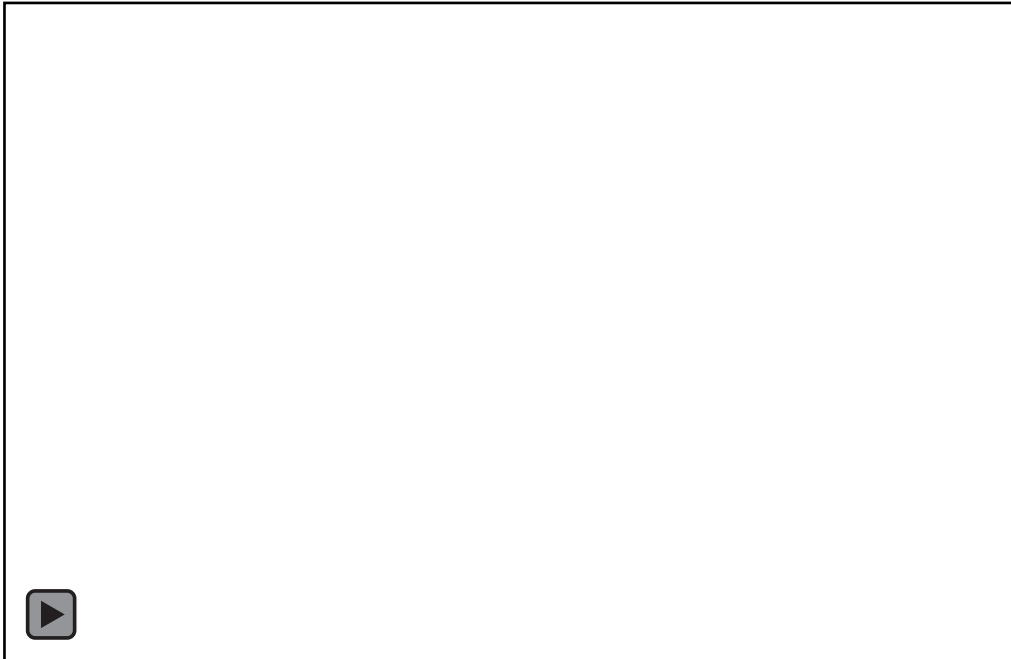
(Bing, n.d.)

Students' feeling of isolation is a **factor in retention, academic success, and on-line learning efficacy development**
Audio or video feedback in the gradebook can also support this.
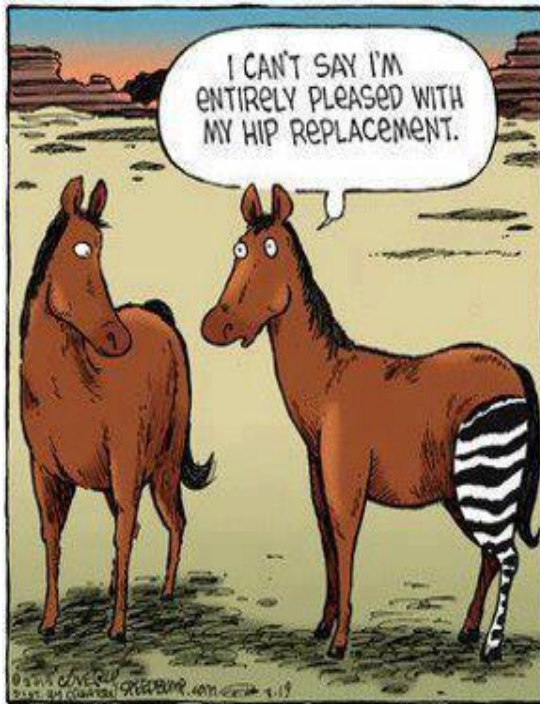
USE CANVAS TO CREATE VIDEO

USE SCREENCAST-O-MATIC TO CREATE VIDEO

TRY VOKIS AND ANIMATION

HUMOR, ENCOURAGEMENT, AND PERSONAL SHARING

(Coverly, 2012)

(Confucius, n.d.)

There are many fun ways to increase social presence in your courses. Think out of the box.
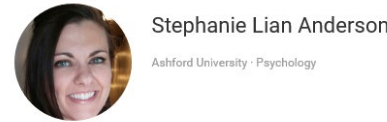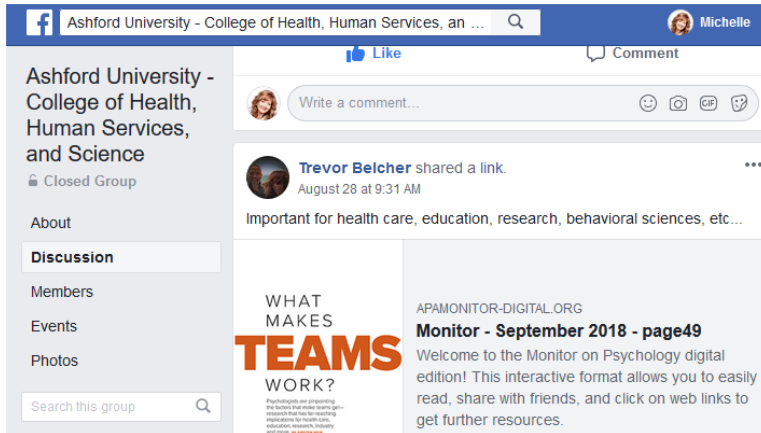
WHAT IS COGNITIVE PRESENCE?

Cognitive presence is "the extent to which the participants in any particular configuration of a Community of Inquiry are able to construct meaning through sustained communication" (Garrison, Anderson, & Archer, 2000, p. 89).

Click on the + to learn more about each area.

Cognitive Presence

Trust
Establishing trust in the learning environment.

Content
Encouraging intellectual and critical thought.

Feedback
Moving past the early stages of learning.

COI: Framework
Understanding the COI Framework and how each area supports learner success.

RECIPROCAL
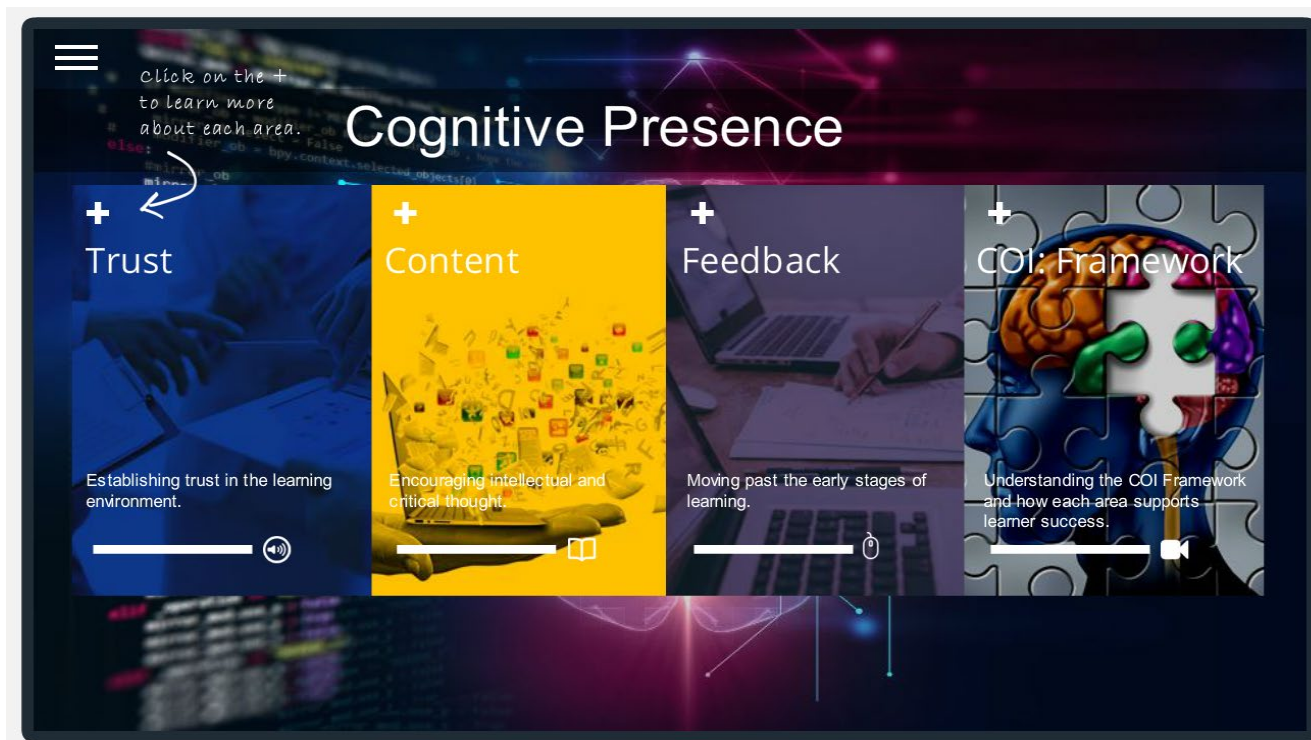
PROMOTING A COMMUNITY OF INQUIRY:
Creating an environment that fosters intellectual curiosity, critical thinking, and creativity, encouraging students to explore and participate

Digging deeper into the content takes both parties, but the instructor must take that step to encourage this behavior.

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BEST PRACTICES

- Encourage thought and reflection
- Ensure understanding
- Share relevant knowledge
- Confirm meeting of outcomes
- Encourage integration
- Go beyond "checking boxes"!

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PROMOTING A COI

SHARING RESOURCES: Identifying resources that may be useful to the development of scholarly skills (thinking, writing, etc.)

PROVIDING TIPS: Sharing tips/tricks to assist students in meeting expectations/completing assignments

DRAWING CONNECTIONS: Pointing out connections between course concepts and practical applications, world events, etc.

TYING UP LOOSE ENDS: Recapping, clarifying misconceptions, building on progress in the course

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Class: GRADES ARE POSTED!

You will note that some of my feedback is in the form of a question... I hope that you consider these points, as the goal is to stretch your thinking on the material we covered this week. If you find that you aren't able to answer these questions, or if you have any other concerns regarding comments on your work, send me an email! I'd love to discuss this further with you.

I noticed several common issues in the papers. Here are some tips to improve for next week!

1. Avoid direct quotes. Instead, paraphrase! See this helpful guide:
   https://awc.ashford.edu/ap-guidelines-for-paraphrasing-sources.html

2. Use scholarly sources. What is a scholarly source? See this helpful guide:
   https://bridgepoint.equella.ecollege.com/curriculum/file/b2d6fb25-629e-42e1-a13e-43bf67043c8a/1/Scholarly,%20Peer%20Reviewed,%20and%20Other%20Credible%20Sources.docx

3. Integrate your research smoothly. How? See this helpful guide:
   https://bridgepoint.equella.ecollege.com/curriculum/file/5408ee9b-e793-44d5-8a4d-e54bc6e72f74/1/Integrating%20Research.zip/story.html, https://awc.ashford.edu/cd-in-text-citation-guide.html

Many of you probably saw this news story, which surfaced the day after you submitted your assignment on this topic:

What a great example of our course content! Toward the end of the report, the journalist interviews an expert in the field who mentions the concepts you discussed in your papers. Check it out!

As you've probably noticed by now, Week 2 builds on the material we covered in Week 1. Instead of theory, we now consider research. Note that theoretical perspective will drive the direction and interpretation of the research on any given topic for the remainder of the course, so it's important to keep in mind the various frameworks you outlined in your Week 1 papers as we move forward!

~Professor Ashford

WHAT ABOUT TEACHING PRESENCE?
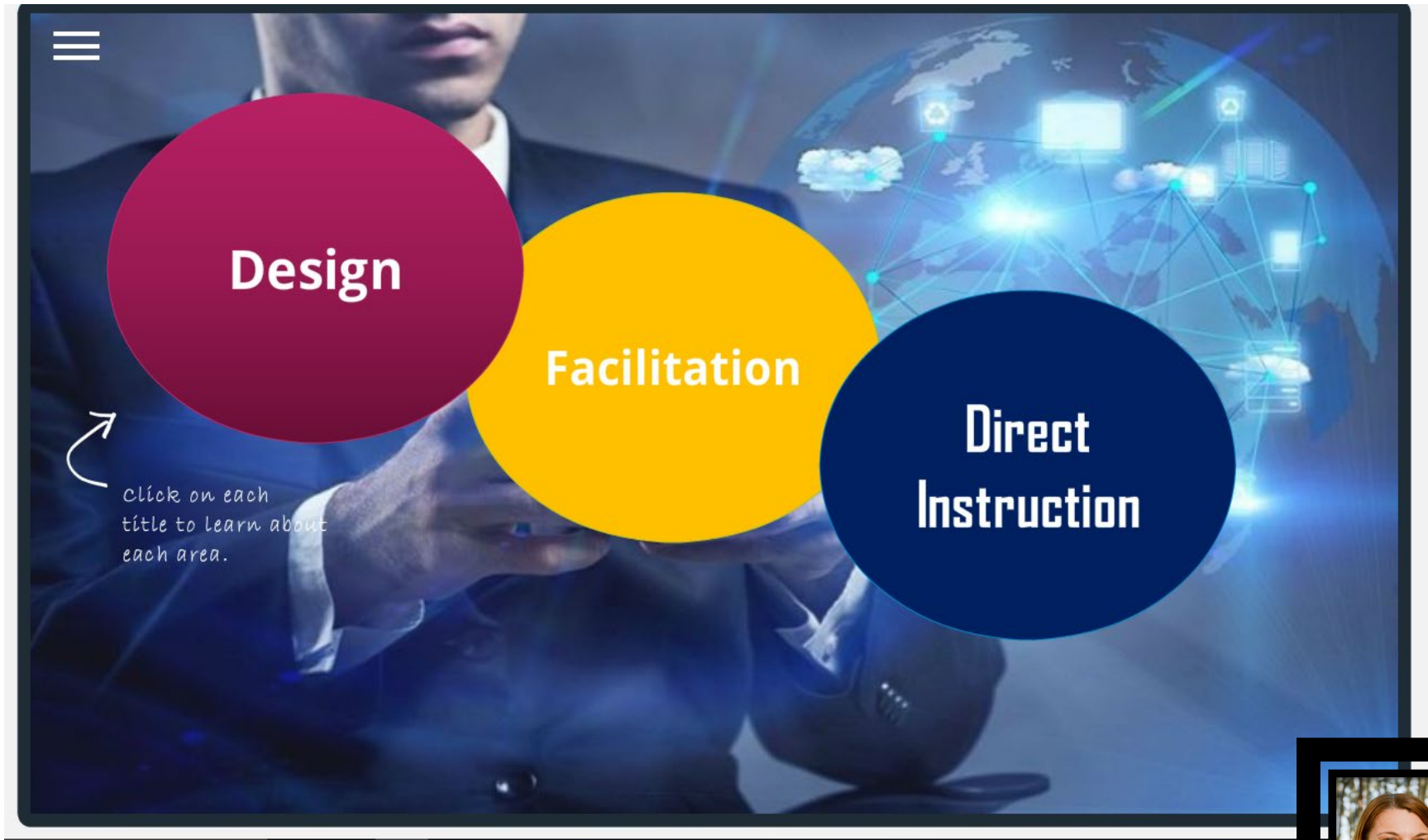
Additional Expectations

- You are expected to respect, and respond in a professional manner to, conflicting, diverse opinions of classmates.

- Your discussion comments should include no offensive or profane terms or refer to groups of people in derogatory, stereotyping language.

- Please be respectful of the thoughts and opinions of all of your peers in this course.

- Capitalize the first word in each of your sentences. (Personal pet peeve...)

- Adhere to APA guidelines. Cite, cite, cite. This site can help you check to make sure you are applying correctly. https://owl.english.purdue.edu/owl/resource/560/01/

- Respond with in-depth analysis and justify your opinion.

- Your comments should go far beyond "I agree/disagree with the [statement]."

- You are encouraged to "think outside the box" and come up with ideas, personal examples, or opinions if and when appropriate. BUT support these. Use your required reading and other sources.

- Evaluation of your discussion response will be based not upon whether I agree with your opinion(s) or not, but rather (1) how well you followed directions, (2) to what extent your response reflects in-depth analysis as opposed to superficial reaction, and (3) the engagement to understanding the topic based on research such as included in peer-reviewed articles and the course text. (Websites are NOT scholarly.) Pay close mind to this requirement.

Remember that you are required to post and to elaborately comment to 2 of your **peers' original postings** on every discussion. **There is a Guiding Responses section that you should consider in these postings.** In addition, please respond to my feedback and at least say, "thank you" to those who post on yours.

Want success? Pick the right tools for YOUR toolbox.

All Sections

Writing is an important part of the academic journey, but it is not as easy as some might think. Often, it is just about picking out the right tools to support your development and Ashford is dedicated to helping you learn about these tools.

The Ashford Writing Center is an excellent tool to add to your toolbox.

Click on the following link to see some great advice for structuring a paper and a paragraph, and then you can continue to explore additional resources on the website (including guides to APA style, plagiarism, scholarly sources, and more):

How to structure a paper ~
https://awc.ashford.edu/essay-dev-essay-structure.html

How to structure a paragraph ~
https://awc.ashford.edu/essay-dev-good-paragraph.html

Too many commas? Sentence fragments? Incorrect word choice?
These and a number of other common writing errors are identified in this useful link located in the Ashford Writing Center: https://awc.ashford.edu/grammar-twenty-common-writing-errors.html .

Not sure you need help, or wondering what mistakes you tend to make?
Take the following quizzes: https://awc.ashford.edu/common-writing-errors-practice-quiz.html , https://awc.ashford.edu/confused-words-practice-quiz.html , and https://awc.ashford.edu/grammar-usage-practice.html . If you earned a perfect score, fantastic! If not, don't fret: explore the site to discover multiple resources that address common errors.

The content of this announcement will not be visible to users until Apr 12 at 12am
This announcement is closed for comments

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Assignment Comments

Hi Jennifer. Good start. However, I did not see an article for which you based your analysis:
Locate a scholarly article. Preview the document examining a relevant phenomenon in relation to media and gender (e.g., when considering women in advertising, self-esteem, objectification, body shame, or perceptions of attractiveness might be particularly relevant; when considering men in the media, aggression might be particularly relevant; for both, attitudes and gender roles are relevant themes). See the recommended articles for this week for some options.

Although you have some great ideas, the practice of using scholarly articles to support your ideas is an important skill within the field of psychology.
Check out this online article to better understand this practice:
https://owlcation.com/academia/Why-Research-is-Important-Within-and-Beyond-the-Academe

Let me know if you have questions. ~███████

Zarah, L. (2018). 7 reasons why research Is important. Owlcation. Retrieved from https://owlcation.com/academia/Why-Research-is-Important-Within-and-Beyond-the-Academe

Submit

Are you citing your sources?

Hi [Student Name] and class:

Thank you for getting our last forum off to a great start! Can you believe this is week 5? You make excellent points regarding language barriers, gaps in health or health challenges, and difficulties finding good employment. Indeed, all of these challenges can lead to distress within the individual and his or her family.

As discussed this week, workplace stress is real. I am sure each of us has experienced occupational stress before at some point or another. It is common to think of workplace distress when overworked but many other reasons can contribute to workplace-related stress, such as lack of authority or leadership, employee-colleague(s) and/or employee-supervisor(s) relationships, the corporate culture, lack of opportunity to advance, etcetera. Unfortunately, occupational distress can lead to absenteeism, sickness, high turnover, lack of motivation, lack of decision-making, overtime, and more (Ellis, 2017).

Based on the research by Ellis (see attached), which interventions are recommended (can you name three, please)? Why should managers carefully assess their teams for signs of distress?

Courtney and Peers: Have you ever experienced distress in the workplace? If so, can you please tell us the reason(s) for these feelings? Assume you were a manager, which strategy/strategies would you implement to prevent or minimize workplace-related distress?

Thank you for sharing your thoughts! Have a wonderful day and upcoming weekend-

[Instructor Name]

References

Ellis, P. (2017). The impact of stress on the team and how to manage it. *Wounds UK,* 13(1), 54.

Attachment: Week 5_Ellis_the impact of stress.pdf

Criteria	Ratings					Pts
General Content/Subject Knowledge — Instructor Comments	1.5 pts Distinguished - Addresses all aspects of the prompt in accordance with the parameters of the discussion and demonstrates in-depth knowledge of the discussion topic.	1.32 pts Proficient - Addresses all aspects of the prompt in accordance with the parameters of the discussion and demonstrates knowledge of the discussion topic.	1.14 pts Basic - Addresses all aspects of the prompt in accordance with the parameters of the discussion and demonstrates basic knowledge of the discussion topic.	0.96 pts Below Expectations - Addresses all or most aspects of the prompt in accordance with the parameters of the discussion and demonstrates limited knowledge of the discussion topic.	0.0 pts Non-Performance - There is no initial discussion post, or the post does not address the discussion prompt at all.	1.5 / 1.5 pts
Critical Thinking — Instructor Comments	1.5 pts Distinguished - Comprehensively explores the ideas, thoughts, and elements of the topic and provides relevant evidence and information that demonstrates all of the following as applicable to the discussion prompt: clarity, relevance, depth, breadth, use of information resources, and logic.	1.32 pts Proficient - Explores the ideas, thoughts, and elements of the topic and provides relevant evidence and information that demonstrates most of the following as applicable to the discussion prompt: clarity, relevance, depth, breadth, use of information resources, and logic.	1.14 pts Basic - Explores the ideas, thoughts, and elements of the topic and provides relevant evidence and information that demonstrates some of the following as applicable to the discussion prompt: clarity, relevance, depth, breadth, and use of information, and logic.	0.96 pts Below Expectations - Attempts to explore the ideas, thoughts, and elements of the topic and provide relevant evidence and information, but demonstrates few of the following as applicable to the discussion prompt: clarity, relevance, depth, breadth, use of information resources, and logic.	0.0 pts Non-Performance - There is no attempt to explore the ideas, thoughts, and elements of the topic and provide relevant evidence and information in either the original post or subsequent response posts within the discussion, or no post is present.	1.32 / 1.5 pts
Engagement/ Participation — Instructor Comments	1.5 pts Distinguished - Contributes to classroom conversations with at least the minimum number of replies, all of which were thoughtful, relevant, and contributed meaningfully to the conversation. Fully engages in the conversation with appropriate topic-based responses.	1.32 pts Proficient - Contributes to classroom conversations with the minimum number of replies that are somewhat thoughtful, relevant, and contributed meaningfully to the conversation. Attempts to fully engage in the conversation with appropriate topic-based responses.	1.14 pts Basic - Contributes to the classroom conversations with the minimum number of replies. Attempts to fully engage in the conversation, but the responses are not relevant or fully aligned with the discussion topic.	0.96 pts Below Expectations - Attempts to contribute to the classroom conversations with fewer than the minimum number of replies; however, the replies are not thoughtful and relevant, or they do not contribute meaningfully to the conversation.	0.0 pts Non-Performance - There is no contribution to the discussion.	1.32 / 1.5 pts
Written Communication — Instructor Comments	0.5 pts Distinguished - Displays clear control of syntax and mechanics. The organization of the work shows appropriate transitions and flow between sentences and paragraphs. Written work contains no errors and is very easy to understand.	0.44 pts Proficient - Displays control of syntax and mechanics. The organization of the work shows transitions and/or flow between sentences and paragraphs. Written work contains only a few errors and is mostly easy to understand.	0.38 pts Basic - Displays basic control of syntax and mechanics. The work is not organized with appropriate transitions and flow between sentences and paragraphs. Written work contains several errors, making it difficult to fully understand.	0.32 pts Below Expectations - Displays limited control of syntax or mechanics. The work does not include any transitions and does not flow easily between sentences and paragraphs. Written work contains major errors.	0.0 pts Non-Performance - Fails to display control of syntax or mechanics, within the original post and/or responses. Organization is also not present.	0.38 / 0.5 pts

Total Points: 4.52

Hi Lori:

Fine work assessing your stress responses to current stressors. The sources you used to support your arguments are valid. All citations and references must adhere to APA formatting standards. Just note that you can use the CDC (Organization Name) in place of the author's name. Remember that the Greenberg citation was missing. Please visit your AU Writing Center for more helpful resources. Here is the link to an excellent check-list to help with formatting: https://awc.ashford.edu/cd-apa-checklist.html but please also visit your AU Writing Center for more helpful resources. Keep up the detailed peer replies over the upcoming weeks! Be sure the guided response prompt is fully addressed in future peer replies (link). Thanks for responding to my follow-up question as well! Don't hesitate to reach out with any questions or concerns. Are you ready for the discussion in week... Have a great day,
[Instructor Name]

WHY WE DO IT?

Positive Results

Presence and engagement is a crucial component of online teaching. Here are a few examples of what students thought about engagement in their classrooms.

"I cannot believe how much I'm going to miss my instructors, they taught me so much about myself."

"This class has been the best experience I have had at Ashford...[The instructor] not only provided great insight in helping me along the way, [she has] a genuine care for [her] students. I honestly hate knowing these 6 weeks are coming to an end. I am not sure if I will make it to San Diego for graduation, but if it is possible, I would love to meet [her] personally to thank [her] for all [she has] done. I have never had a professor touch me so much to make me want to continue with something. [She is] that inspiration."

Click HERE to see Faculty Feedback

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THE STUDENT EXPERIENCE
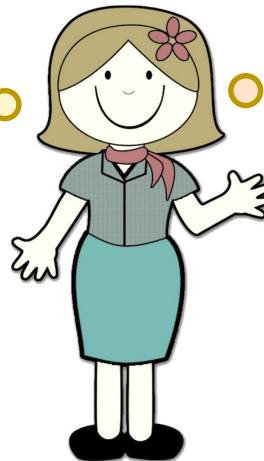
Improved Instructor Experiences

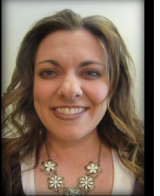"Proving good quality feedback in the classroom really makes a difference."

" I am so proud of Jane sticking it out until the end. She had a lot going on in her life, but she pushed through."

"Look at all of the success stories. Being fully engaged in the classroom sure makes a difference."

"I love supporting these students. I am really helping to change their lives."

SURVEY OUTCOMES…

Pre- Module Survey	Post- Final Module Survey
Survey Responses: 299 (353 in CoHHSS) or about 85%	289 or about 82%
Goals for Participation	
Social, Cognitive, and Teaching Presence Challenges	Social, Cognitive, and Teaching Presence Challenges
Confidence with Application of Content	Confidence with Application of Content
	Ideal Level of Instructor Presence
	Self-rated Instructor Presence Level
	Instructor Take-Aways
	Teaching Enjoyment
	Relationships outside of the Classroom
	Was it worth the time?
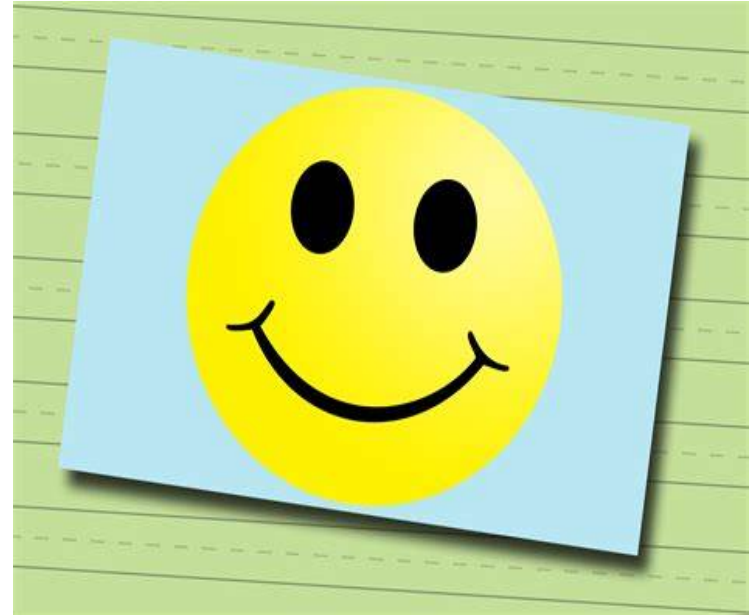
HELPFUL TIPS

...for increasing instructor presence in day-to-day university-wide interactions:

➢ See the potential in students and colleagues
➢ Value unique abilities and recognize unique needs
➢ Ensure well-balanced feedback ("sandwich" method)
➢ Going the extra mile is worthwhile (e.g., reaching out to students to check in on their well-being and progress, offering extra help).
➢ Don't be afraid to try a new approach or tool
➢ Establish or enhance relationships with course leads, program chairs, and other university staff
➢ Communicate your needs/questions

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Given the information presented today, **which strategies will you apply?**

Already applying Instructor Presence Strategies?

What changes have you noticed in your classroom (self and/or students), in response to increased presence in your courses?

WE WANT *YOUR* INPUT!

Please share an example....

QUESTIONS & CONTACT

Dr. Sandra Rebeor –
Sandra.Rebeor@ashford.edu

Dr. Michelle Rosser-Majors –
Michelle.Majors@ashford.edu

Dr. Christine McMahon –
Christine.McMahon@ashford.edu

Dr. Stephanie Anderson –
Stephanie.Anderson@ashford.edu

References

Carr, S. (2000). As distance education comes of age, the challenge is keeping the students. *Chronicle of Higher Education*, *46*(23), A39–A41

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Lieberman, M.D. (2013). *Social: Why our brains are wired to connect*. New York, NY: Oxford University Press. ISBN: 0199645043

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Image Sources

Bing

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https://pngtree.com/free-png-vectors/cartoon-teacher

https://www.fotosearch.com

https://banner2.kisspng.com