

Social Presence in online courses: Some practical tips and some meta- reflection

William Ashton

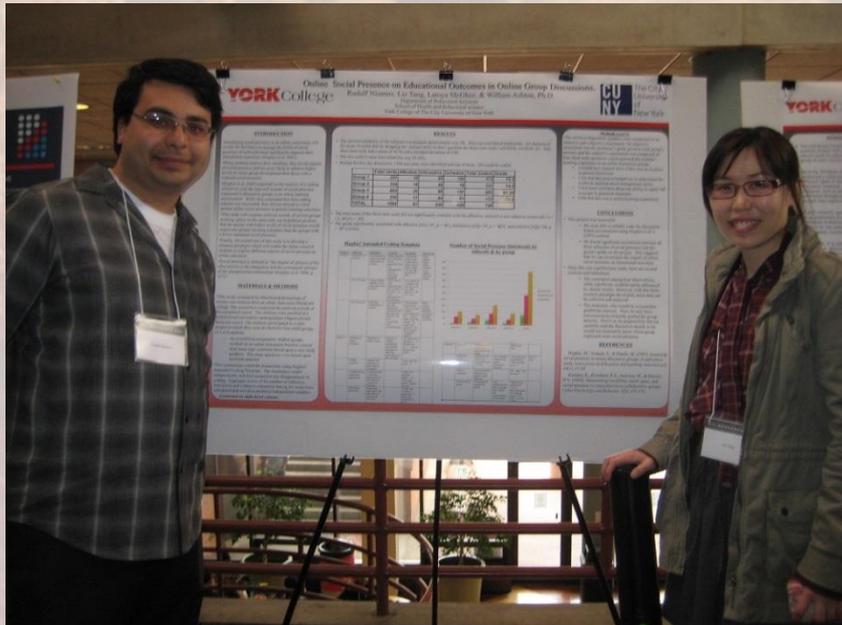
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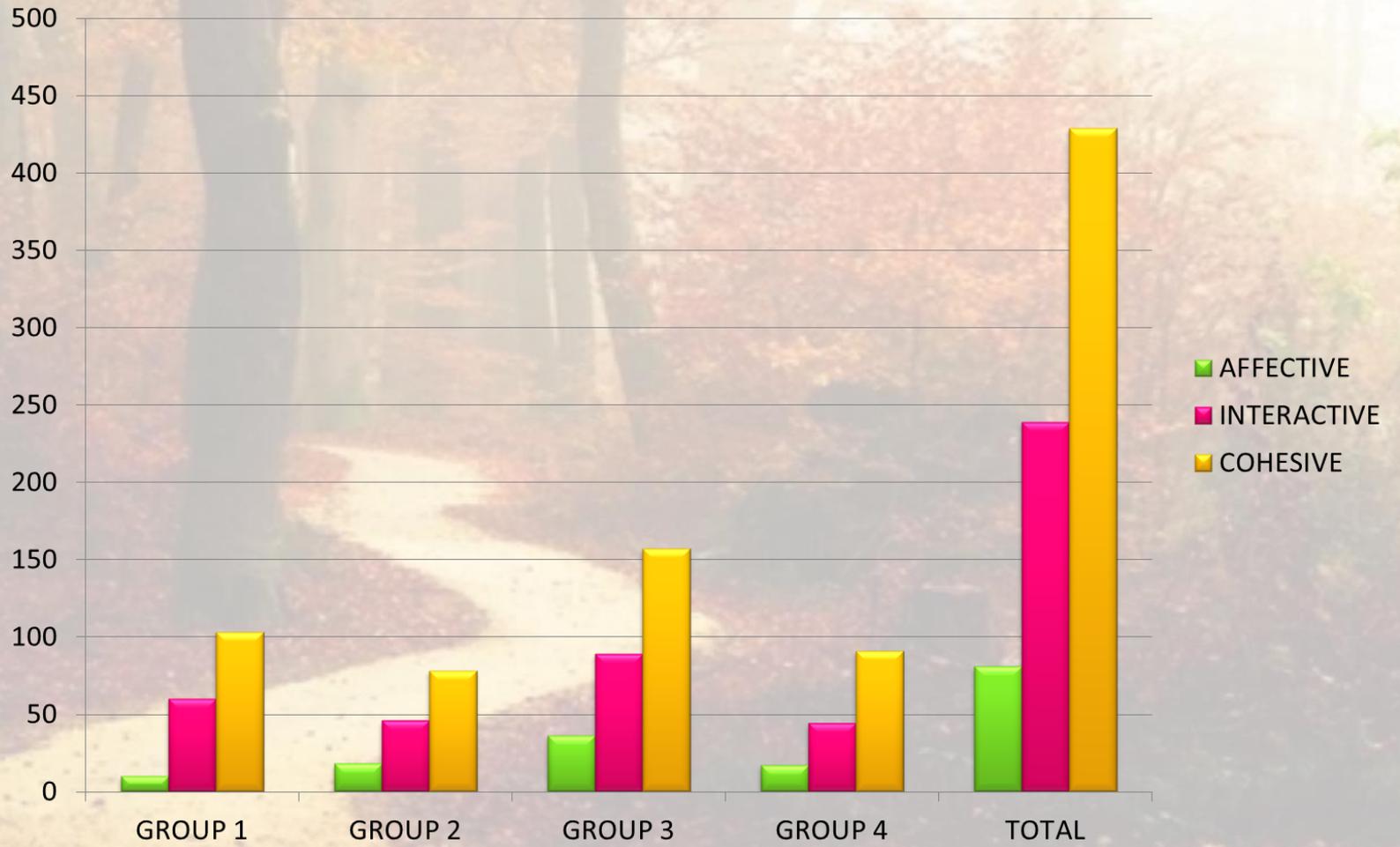
Background

- Social Psychologist
 - Research Methods
 - Industrial/Organizational Psychology courses
- Faculty Bb Orientation Workshop – 2009
 - Hybrid Organizational Behavior
 - Web I/O Psych
 - Web Research Methods
- Faculty Bb Orientation mentor – 2011 and onward
- Independent study w/ students
 - Editing Psych articles on Wikipedia

Social presence in online class discussions

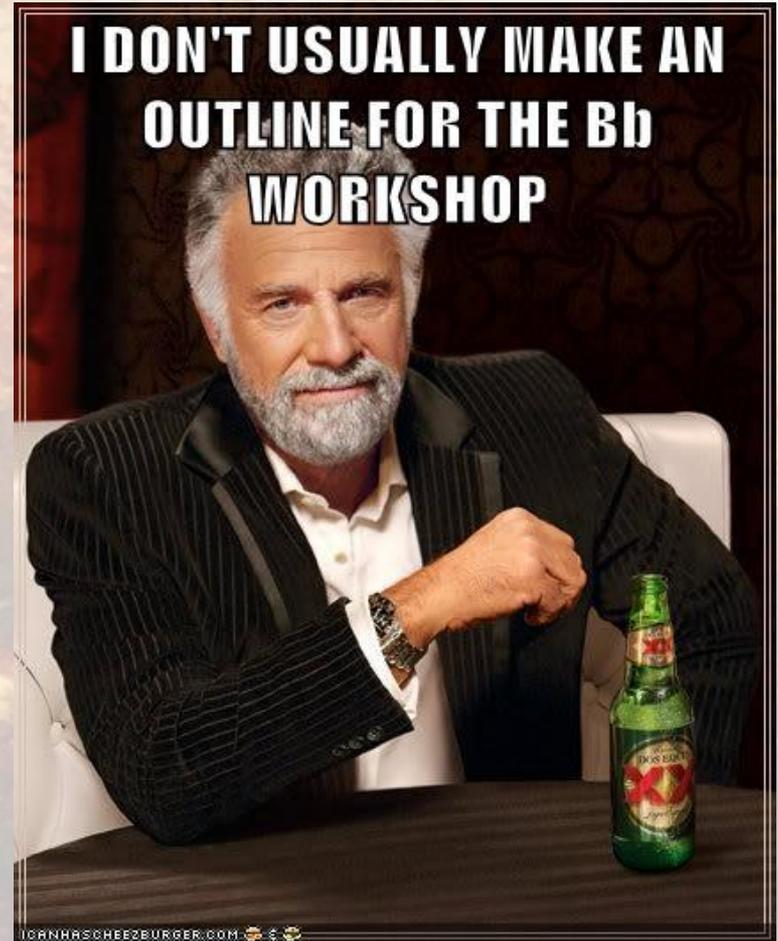


Hughes, Ventura, & Dando (2007).



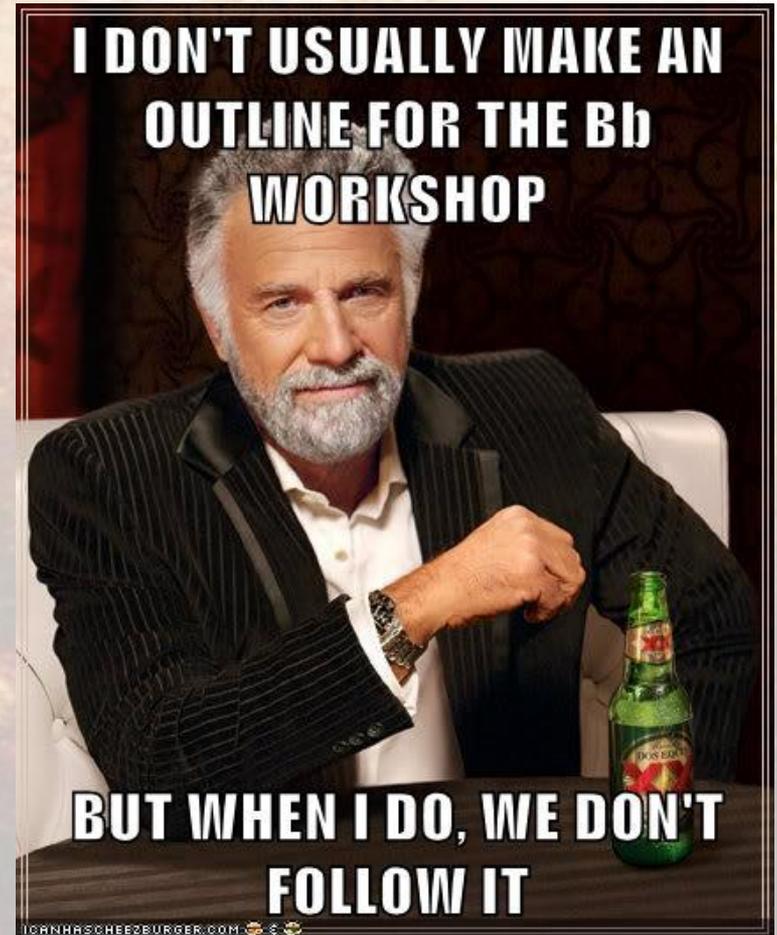
Outline

- Community of Inquiry Model
- Tips
 - 1 - Being There - NOW
 - 2 – Share!
 - Welcome video
 - Introductory assignment
 - Creepy playhouse
 - 3 – Discuss!
 - Model!
 - Back off!
 - Pop in!
 - Grade fast!
- Reflection

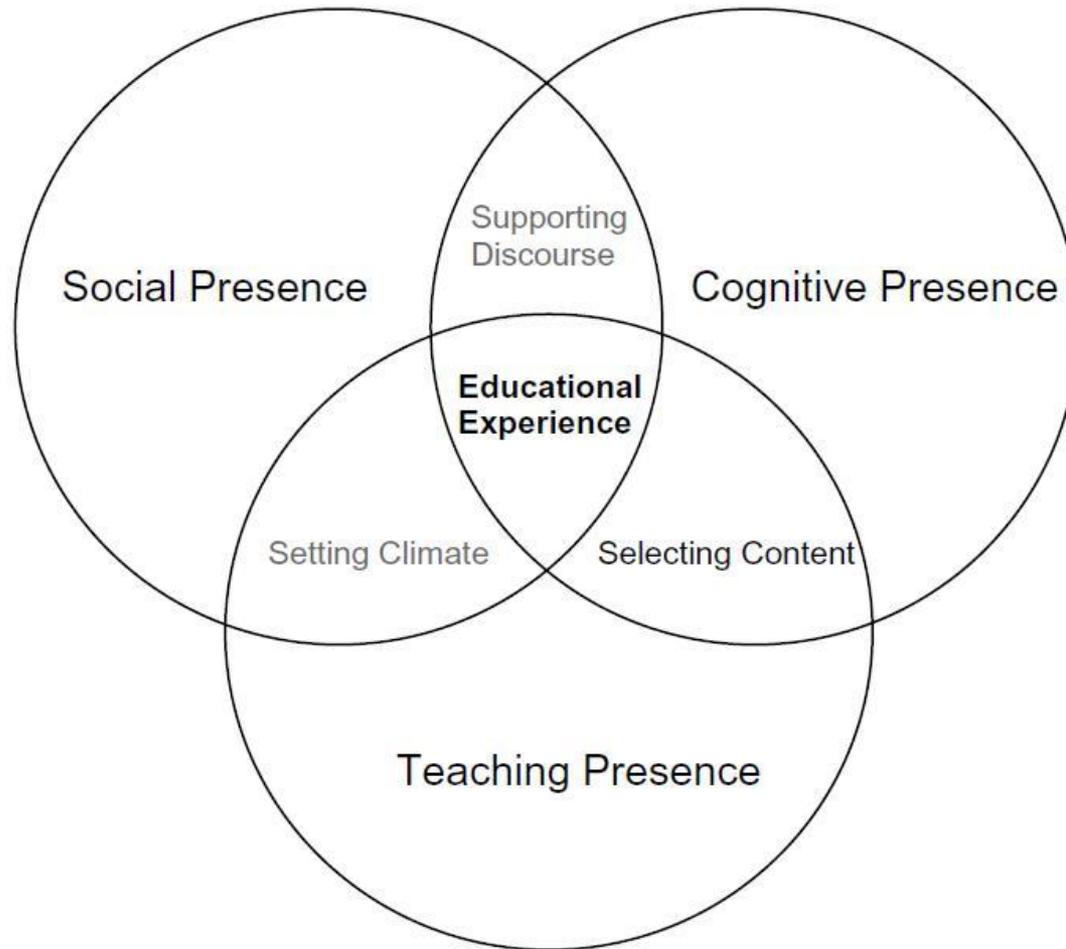


Real Outline

- Community of Inquiry Model
- Tips
 - 1 - Being There - NOW
 - 2 – Share!
 - Welcome video
 - Introductory assignment
- Question about tangential issue
- More questions about tangential issues
- Time's up
 - Creepy playhouse
 - 3 — Discuss!
 - Model!
 - Back off!
 - Pop in!
 - Grade fast!
 - Reflection



Community of Inquiry Model



Garrison, Anderson, & Archer (2000)

Community of Inquiry Model

Table 1. Community of Inquiry Coding Template

<i>Elements</i>	<i>Categories</i>	<i>Indicators (examples only)</i>
Cognitive Presence learner	Triggering Event Exploration Integration Resolution	Sense of puzzlement Information exchange Connecting ideas Apply new ideas
Social Presence learner	Emotional Expression Open Communication Group Cohesion	Emotions Risk-free expression Encouraging collaboration
Teaching Presence Teacher	Instructional Management Building Understanding Direct Instruction	Defining and initiating discussion topics Sharing personal meaning Focusing discussion

Community of Inquiry Model

- Cognitive presence
 - “The element in this model that is most basic to success in higher education is cognitive presence. (p.89)”
- Social presence
 - “The primary importance of this element is its function as a support for cognitive presence. (p. 89)”
- Teaching presence
 - Design **Teacher only**
 - Facilitation (p.90) **Learner may share**

Community of Inquiry

- The creation of a learning community or community of inquiry ultimately rests on the teacher.
- My talk
 - Some practical tips generated from teaching online while aware of Garrison et al.'s ideas

Tip #1 – Being There - NOW

- Respond to post quickly
- Answer emails quickly

Tip #1 – Being There - NOW

- Respond to post quickly
 - Logging in all the time
- Answer emails quickly
 - Hundreds of emails per week

Tip #1 – Being There - NOW

- Answer emails quickly
 - Online office hours



Online Office Hours

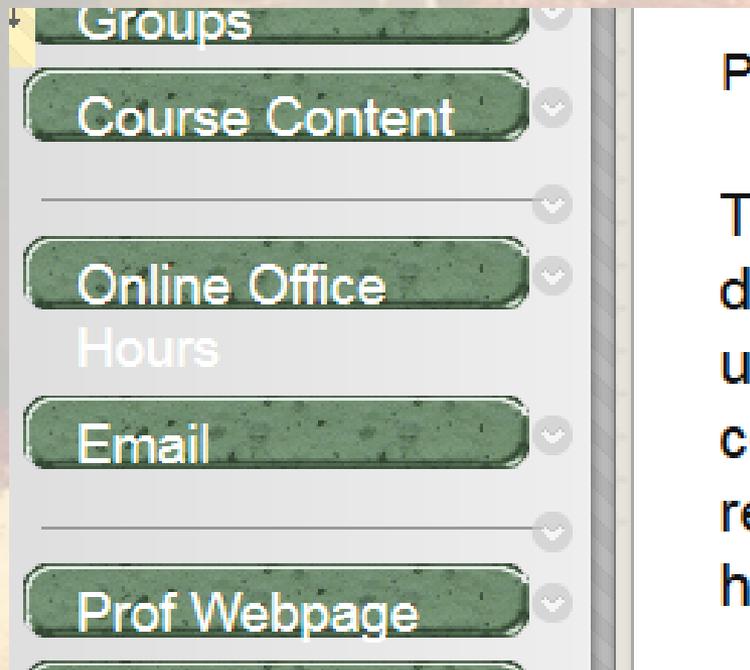
Before you email me ...

If you have a question about Bb, the class, an assignment or the textbook, look here first. If someone else hasn't asked your question, create a new thread and post your question here.

However, if you have a question about you especially -- about a grade on an assignment, an absence, or your grade in the class -- don't post it here. Email me.

Tip #1 – Being There - NOW

- Answer emails quickly
 - Online office hours



Tip #1 – Being There - NOW

- Answer emails quickly
 - Online office hours
 - **Socialize**

Thread: textbook

Select: [All](#) [None](#) [Message Actions](#) [Expand All](#) [Collapse All](#)

1 Posts in this Thread [0 Unrea](#)



William Ashton ✨

textbook

1 month ago

A student writes:

Hello good afternoon the book in the library on reserve is the 15th edition can we use this text for some of the readings? I'm currently having a hard time affording the text right now

I've received a couple emails about this. Here's the deal with the textbook:

1. I ordered for the bookstore a custom edition of the textbook with only the chapters we use in class. this custom edition is about \$80. This is 1/2 the price of the full textbook.

Tip #1 – Being There - NOW

Subscribe

- Grade Threads
- Do not allow subscriptions
- Allow members to subscribe to threads
- Allow members to subscribe to forum
 - Include body of post in the email
 - Include link to post

Organize Forum Threads on this page and apply settings to several or a title or the caret at the top of each column. [More Help](#)

Create Thread

Subscribe

Message Actions ▾

Collect

Delete



Thread

Tip #2 – Share!

- Welcome Video



The screenshot shows a video player interface. At the top left, there is a document icon and the text "Welcome Message" with a dropdown arrow. Below this, the video title "330 welcome sp 14" is visible. The video content shows a man, William Ashton, standing in front of a large green Hulk figure at a convention. The text "A brief introduction to me:" is overlaid at the top of the video frame, and "William Ashton" is overlaid in the center. The video player controls at the bottom include a play/pause button, a progress bar showing 0:24 / 13:41, and icons for volume, settings, and YouTube. A button labeled "Download Video as MP4" is positioned below the video player.

Tip #2 – Share!

- Introductory Assignment
 - Head shot
 - Info
 - Hobby
 - Commute to campus
 - Practice Technology
 - Embed/resize head shot
 - External links
 - Formatting
 - Forum or Wiki page
 - Reply or comment

Tip #2 – Share!

- Introductory Assignment



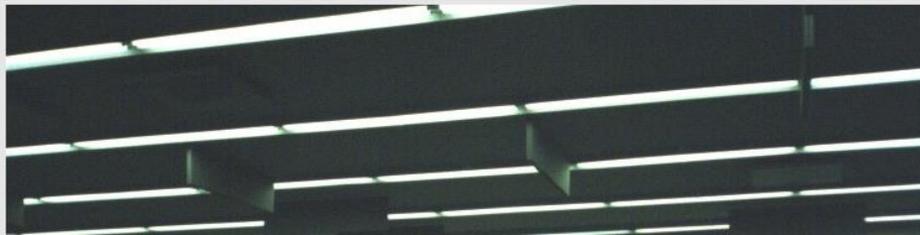
William Ashton ✨

Bill Ashton 📍

Hi! I'm your professor.



An interesting thing about me is that I've done dog agility. [Here's a video](#) (tho it's not of us). I and I trained for agility and did a few competitions. Here is a bad photo of us doing agility:



Tip #2 -- Share

- Warning
- *Avoid the creepy playhouse*



Tip #3 – Discuss!

- Timed Waves
- Rubrics

This is a homework assignment.

Your original post is due Thursday by noon. The follow up posts are due by Sunday night.

Grading rubrics

Original post.

- Credit - post clearly describes technique so someone who has not read the other pages could understand it; and your description of your insight contains a concrete example of how the technique can be used.
- No credit - post relies heavily on audience having read the sources; explanations are cryptic and telegraphic.

Follow-up/reply.

- Credit - The reply responds to the post by asking a question which questions the assumptions of the original post or the reply adds new ideas or information to the original post.
- No credit - A simple question is asked (e.g. "do you think this is a good idea?," "what could you do with this?") or a statement is made which just agrees with the original post or adds a non sequitur.

Tip #3A – Discuss!

- Model!
- Model first posts & answer format

Example:

1. I'm working on blaming the victim, the just world hypothesis and out group members. The JWH predicts that out group members will be blamed more when victims more because they can be seen as bad.

2.

Aguiar, P., Vala, J., Correia, I., & Pereira, C. (2008, March). Justice in our world and in that of others: Belief in a just world and reactions to victims. *Social Justice Research, 21*(1), 50-68. Retrieved August 5, 2009, doi:10.1007/s11211-007-0059-3

3. In their discussion Aguiar et al (2008) say that their study is similar to studies on de-humanization of outgroup members. I'd like to replicate Aguiar et al (2008)'s study 2 and extend it by replacing the for ingroup/outgroup IV manipulation of Portuguese and Gypsie with direct de-humanization: the IV would be something like: the stimulus material referring to the target group as nice people or dirty animals.

4. It is a converging operation, a different operational definition of the construct de-humanization. I used the operational definition of de-humanization from

Bandura, A., Underwood, B., & Fromson, M. E. (1975). Disinhibition of aggression through diffusion of responsibility and dehumanization of victims. *Journal of Personality and Social Psychology, 9*, 253-269.

5. Interference will be lower in the dirty animal condition than in the nice people condition.

Tip #3A – Discuss!

- **Model!**
- Be aware of what Garrison and Hughes says is social presence
 - Affective
 - Expressions of emotion
 - Interactive
 - Responding to another post, asking a question or complimenting
 - Cohesive
 - Referring to members by name, referring to the group, speech with a social function

Category	Indicators	Definition	Example
<u>Affective</u>	Expression of emotions	Conventional expressions of emotion, or unconventional expressions of emotion, includes repetitious punctuation, conspicuous capitalisation, emoticons	‘I just can’t stand it when...!!!!’ ‘ANYBODY OUT THERE!’
	Use of humour	Teasing, cajoling, irony, understatements, sarcasm	The banana crop in Edmonton is looking good this year
	Self-disclosure	Presents details of life outside of class, or expresses vulnerability	‘Where I work, this is what we do...’ ‘I just don’t understand this question’

<u>Interactive</u>	Continuing a thread	Using reply feature of software, rather than starting a new thread	Software dependent, e.g. 'Subject: Re' or 'Branch from'
	Quoting from others' messages	Using software features to quote others entire message or cutting and pasting selections of others' messages	Software dependent, e.g. 'Martha writes:' or text prefaced by less-than symbol<
	Referring explicitly to others' messages	Direct references to contents of others' posts	'In your message, you talked about Moore's distinction between...'
	Asking questions	Students ask questions of other students or the moderator	'Anyone else had experience with WEBCT?'
	Complimenting, expressing appreciation, expressing agreement	Complimenting others on contents of others' messages Expressing agreement with others on content of others' messages	'I really like your interpretation of the reading' 'I was thinking the same thing. You really hit the nail on the head'

Cohesive	Vocatives	Addressing or referring to participants by name	'I think John made a good point' 'John, what do you think?'
	Addresses or refers to the group using inclusive pronouns	Addresses the group as <i>we</i> , <i>us</i> , <i>our</i> , <i>group</i>	'Our textbook refers to...' 'I think we veered off track'
	Phatics, salutations	Communication that serves a purely social function; greetings, closures	'Hi all' 'That's it for now' 'We're having the most beautiful weather here'

- Always
 - Dear X
 - Best wishes, Bill

Garrison, Anderson, & Archer (2000) & Hughes, Ventura & Dando (2007)

Tip #3B – Discuss!

- **Back off!**
- Students rarely voluntarily respond to other students
- Instructor posting is negatively related to student-to-student posting
 - Students responded to instructor not to other students

Tip #3C – Discuss!

- **Pop in!**

1. Buy a special kitchen timer -- here's mine --



and set it for 15 minutes. When you want to get going on something you are doing yourself, I'll do it for 15 mins. Start the timer and work until it goes off. When it goes off, you have 15 minutes to get going on something else.

Tip #3D – Discuss!

- **Grade fast!**
- Students feel that grading time is an indication of presence
 - More important with low- & mid-stakes assignments

Reflection

- Are my tips social presence?
 - Yes
 - Design and facilitation are the responsibilities of the teacher
 - Social presence rests on Teaching presence
 - How I design
 - Tips 2 and 3 (prime)
 - How I facilitate
 - Tips 1 and 3 a-d
 - Will influence social presence

References

- Garrison, D. R., Anderson, T. , & Archer, W. (2000).
Critical Inquiry in a Text-Based Environment:
Computer Conferencing in Higher Education. *The Internet and Higher Education* 2, 87-105.
- Hughes, M., Ventura, S., & Dando, M. (2007).
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groups: A replication study. *Innovations in
Education and Teaching International*, 44 (1),
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Contact

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- Happy Halloween!

