

# Research Briefs: Preservice Teachers' Views of Instructor Presence in Online Courses

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# RESEARCH BRIEFS

January 2013

Georgia Southern College of Education

## Preservice Teachers' Views of Instructor Presence in Online Courses

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### Abstract

This research was conducted during the spring 2011 semester in the fully online technology integration courses offered in our College of Education. The researchers, an Assistant Professor of Instructional Technology and an M.Ed. student in Counselor Education, surveyed students to determine what types of practices an instructor in an online class can implement that are perceived as establishing instructor presence in the online course. The perceived presence of an instructor in an online course helps students identify with the teacher as a mentor, and provides modeling of good practice for preservice teachers.

### Practical Application

The research revealed practices that instructors can focus on to help establish their presence in online courses. It also identified practices that students do not perceive as high-priority activities for their online instructors to implement. Students want timely responses from their instructors, clear instructions on assignments and for their instructors to be available to them. Students were less concerned that their instructors provide weekly lectures, participate in real-time chat sessions or reply to each student's individual discussion postings. There are many suggestions available for how to be a "good" online teacher. This research may enable teachers in our College of Education, and at other institutions, to focus their efforts on what students perceive as important to them in their online courses.

### Citation

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