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Social, Cognitive and Teaching and Presences in the Synchronous Online Environment

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Social, Cognitive & Teaching Presence in the Online Synchronous Classroom

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Community of Inquiry (CoI) (Garrison, Archer, Anderson)

The Community of Inquiry theoretical framework represents a process of creating a deep and meaningful (collaborative-constructivist) learning experience through the development of three interdependent elements – social, cognitive and teaching presence (Garrison, 2011).
Social Presence

Social presence is the ability of learners to project their personal characteristics into the community of inquiry, thereby presenting themselves as ‘real people’ (Rourke, Anderson, Garrison & Archer, 2001).

Ability of participants to identify with the group or course of study, communicate purposefully in a trusting environment, and develop personal and affective relationships progressively by way of projecting their individual personalities (Garrison, 2011).
### Social Presence: Categories & Indicators

<table>
<thead>
<tr>
<th>Category</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal Communication</td>
<td>Affective expression</td>
</tr>
<tr>
<td></td>
<td>Self-disclosure</td>
</tr>
<tr>
<td></td>
<td>Use of Humor</td>
</tr>
<tr>
<td>Open Communication</td>
<td>Continuing a thread</td>
</tr>
<tr>
<td></td>
<td>Quoting from other’s messages</td>
</tr>
<tr>
<td></td>
<td>Referring explicitly to other’s messages</td>
</tr>
<tr>
<td></td>
<td>Asking questions</td>
</tr>
<tr>
<td></td>
<td>Complimenting, expressing appreciation and/or agreement</td>
</tr>
<tr>
<td>Cohesive Communication</td>
<td>Vocatives</td>
</tr>
<tr>
<td></td>
<td>Use of inclusive pronouns</td>
</tr>
<tr>
<td></td>
<td>Phatics, salutations</td>
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</tbody>
</table>
Cognitive Presence

Cognitive presence is defined as the extent to which learners are able to construct and confirm meaning through course activities, sustained reflection, and discourse in online environments (Garrison, Anderson, & Archer, 2000)
### Practical Inquiry Descriptors & Indicators

<table>
<thead>
<tr>
<th>Phase</th>
<th>Descriptor</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Triggering Event</td>
<td>Evocative (Inductive)</td>
<td>Recognize problem Puzzlement</td>
</tr>
<tr>
<td>Exploration</td>
<td>Inquisitive (Deductive)</td>
<td>Divergence Information exchange Suggestions Brainstorming Intuitive leaps</td>
</tr>
<tr>
<td>Integration</td>
<td>Tentative (convergent)</td>
<td>Convergence Synthesis Solutions</td>
</tr>
<tr>
<td>Resolution</td>
<td>Committed (deductive)</td>
<td>Apply Test Defend</td>
</tr>
</tbody>
</table>
Teaching Presence

Teaching presence is defined as the design, facilitation, and direction of cognitive and social processes for the realization of personally meaningful and educationally worthwhile learning outcomes (Anderson, Rourke, Garrison & Archer, 2001)
## Teaching Presence Indicators

<table>
<thead>
<tr>
<th>Design &amp; Organization Indicators</th>
<th>Facilitating Discourse Indicators</th>
<th>Direct Instruction Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting curriculum</td>
<td>Identifying areas of agreement/disagreement</td>
<td>Present content/questions</td>
</tr>
<tr>
<td>Designing methods</td>
<td>Seeking to reach consensus/understanding</td>
<td>Focus the discussion on specific issues</td>
</tr>
<tr>
<td>Establishing time parameters</td>
<td>Encouraging, acknowledging, or reinforcing student contributions</td>
<td>Summarize the discussion</td>
</tr>
<tr>
<td>Utilizing medium effectively</td>
<td>Setting climate for learning</td>
<td>Confirm understanding through assessment and explanatory feedback</td>
</tr>
<tr>
<td>Establishing netiquette</td>
<td>Drawing in participants, prompting discussion</td>
<td>Inject knowledge from diverse sources (textbooks, articles, personal experiences, etc)</td>
</tr>
<tr>
<td>Making macro-level comments about course content</td>
<td>Assess the efficacy of the process</td>
<td>Responding to technical concerns</td>
</tr>
</tbody>
</table>
Community of Inquiry in the Online Synchronous Environment

Prof. Corpew's BADM class will meet here on Monday, March 30th @ 7:30pm
See you then!
Adoption is the process of taking legal responsibility for the care and protection of a child that is not one's own by birth. The number of adoptions in the United States has ranged from a low of 50,000 in 1944 to a high of 175,000 in 1970. In the 1990s and early 2000s, the number of adoptions remained relatively consistent at more than 120,000 per year. This number rose to more than 130,000 per year by the late 2000s. Since the beginning of civilization, people have devised ways to provide orphaned or abandoned children with new families. Until about the... View More
null
Social Presence
Cognitive Presence
Indicator Examples

Il P: I cannot find much for familysearch.org :(

Miggie: I wanted to share website "topuertorico.org" with Lynette

Cydney B: Oh, and I'm still in high school and my english teacher says on our works cited page, we are supposed to indent the second line of the citation, is that true? I assume my teacher wouldn't be lying to me haha.

Carmen M: Good Morning Everyone! My research topic is Food Safety, GMos, and/or the Food Industry.

Antoinette T: i dont have a research topic yet

LaShawne R: yes thumbs up!

Ashley B: very helpful :)
Col Survey Results

Abbreviated survey administered to Tri-C students from a variety of disciplines (English, Nursing, Speech, History, Womens' Studies, BADM, AOS and Psychology) during the Spring, Summer and Fall semesters of 2014 at the conclusion of virtual library instruction sessions.

The complete average of the survey (based on a 5 point likert scale) was 4.49
Teaching Presence

**Design & Organization**
The instructor clearly communicated important virtual library session goals and topics.  
4.77
The instructor provided clear instructions on how to participate in virtual library session learning activities.  
4.77
The instructor clearly communicated important due dates/time frames for learning activities.  
4.33
D&O Average  
4.62

**Facilitation**
The instructor was helpful in identifying areas of agreement and disagreement on the session topics that helped me to learn.  
4.58
The instructor helped to keep virtual library instruction participants engaged and participating in productive dialogue.  
4.76
The instructor encouraged virtual library instruction participants to explore new concepts in this course.  
4.77
Instructor actions reinforced the development of a sense of community among virtual library session participants.  
4.59
Facilitation Average  
4.66

**Direct Instruction**
The instructor helped to focus discussion on relevant issues in a way that helped me to learn.  
4.68
The instructor provided timely feedback that helped me understand my strengths and weaknesses.  
4.24
DI Average  
4.46

**Teaching Presence Average**  
4.61
Social Presence

**Affective expression**
Getting to know other virtual library session participants gave me a sense of belonging in the course. 4.23
Online or web-based communication is an excellent medium for social interaction. 4.66
A.E. Average 4.46

**Open communication**
I felt comfortable participating in the virtual library session discussions. 4.66
O.C. Average

**Group cohesion**
I felt that my point of view was acknowledged by other virtual library session participants. 4.40
Online discussions help me to develop a sense of collaboration. 4.38
G.C. Average 4.39

**Social Presence Average** 4.47
Cognitive Presence

Triggering event
Problems posed increased my interest in virtual library session issues. 4.23
The virtual library session activities piqued my curiosity 4.46
T.E. Average 4.35

Exploration
I utilized a variety of information sources to explore problems posed in the virtual library session. 4.29
Discussing the virtual library session content with my classmates was valuable in helping me appreciate different perspectives. 4.23
Exploration Average 4.26

Integration
Combining new information helped me answer questions raised in course activities. 4.41
Integration Average

Resolution
I can describe ways to test and apply the knowledge created in the virtual library session. 4.38
I can apply the knowledge created in the virtual library session to my work or other non-class related activities. 4.65
Resolution Average 4.52

Cognitive Presence Average 4.38
This session was absolutely WONDERFUL! Moreover, because we had to navigate through the sites and links through verbal communication. I am now aware of a system, that just yesterday I never got a chance to take advantage of. Again, this was absolutely terrific! Thank you all so much for taking your time to help us students succeed.

This was really cool. I've never had the opportunity to use something like that, but it was easy to communicate and follow along. It was really cool. Having an online class doesn't really allow you to know what your online classmates are like, but since we are able to chat, it helps to resolve that issue.

This is a great way to teach a course. I have taken other online virtual classes and sometimes the teachers are horrible and the student dreads signing in, however, here not the case. I am able to take the information I absorbed by being engaged the entire time and utilize it for not only my current class but those in the future.

It was very helpful. What I like most was how the librarian kept asking if we were following along or if we had any questions. She did a good job with helping me understand how to use sources for my paper.

loved this session, wish my math class did this kind of thing

The experience was extremely positive. We helped one another and got to help ourselves.

This was a great way to learn especially for people that cannot attend lecture classes. The instructor made it really easy to find everything and also made it enjoyable with her animals haha.

this is something that should be used in all online classes, it really gave me a sense of being in a classroom.