Session S110

Online Presence: Designing to Connect

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Goals

1. Share research-based strategies to establish teaching presence in online courses
2. Share data from our institution regarding students’ feelings regarding connectedness
3. Discuss and share other best practices and strategies from attendees
Community of Inquiry Model
(Garrison, Anderson, Archer, 2000)

Teaching Presence
- Course Design
- Selecting Content
- Interaction
- Feedback
Study Design and Instrument

• Adapted from Online Student Connectedness Survey
  (Bolliger & Inan, 2012)

• Factors of Students' Feelings of Connectedness
  o Comfort
  o Community and Social Presence
  o Instructor Facilitation
  o Interaction and Collaboration
## Survey Results

<table>
<thead>
<tr>
<th>Course</th>
<th>Spring 2021 n = 192</th>
<th>Summer 2021 n = 87</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Algebra</td>
<td>77 (40.1%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Contemporary Mathematics</td>
<td>28 (14.6%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Elementary Statistics</td>
<td>18 (9.4%)</td>
<td>38 (43.7%)</td>
</tr>
<tr>
<td>Business Calculus</td>
<td>43 (22.4%)</td>
<td>49 (56.3%)</td>
</tr>
<tr>
<td>Calculus I</td>
<td>26 (13.5%)</td>
<td>0 (0%)</td>
</tr>
</tbody>
</table>
Survey Results

Learner Connectedness Subscale (1: Strongly Disagree to 5: Strongly Agree)

<table>
<thead>
<tr>
<th></th>
<th>Spring 2021 n = 192</th>
<th></th>
<th>Summer 2021 n = 87</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>SD</td>
<td>M</td>
<td>SD</td>
</tr>
<tr>
<td>Instructor Facilitation</td>
<td>4.25</td>
<td>0.91</td>
<td>4.31</td>
<td>0.95</td>
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<tr>
<td>Comfort</td>
<td>4.05</td>
<td>1.06</td>
<td>4.24</td>
<td>0.97</td>
</tr>
<tr>
<td>Interaction and Collaboration</td>
<td>2.99</td>
<td>1.32</td>
<td>3.33</td>
<td>1.31</td>
</tr>
<tr>
<td>Community and Social Presence</td>
<td>2.54</td>
<td>1.34</td>
<td>2.30</td>
<td>1.26</td>
</tr>
</tbody>
</table>
Creating a Comfortable Online Environment

Course Design

- Create a Welcome Page
- Personalize the Course Layout
- Pictures, Videos, Anecdotes
- Make Navigation Easy
- Hide any extra tabs in the Learning Management System
- Demonstrate where to locate Course Materials
- Keep a consistent Course Flow
- Present Course Content in “chunks”
Creating a Comfortable Online Environment

- Introductory assignments to help students become familiar with the course
  - Scavenger Hunt (Syllabus Quiz)
  - Course Orientation Tasks (i.e. Proctoring setup, File scanning/uploading)

- Provide opportunities for students to introduce themselves to the instructor and each other
  - Student Profile
  - Introduction Discussions (Written or Video)
Course Design Q&A

Please submit your responses on Whova:

What else do you do to set up your course at the start of the semester that facilitates a comfortable and welcoming course environment?
Interaction and Feedback

Continuous Communication between Professor and Students

• Module Introduction Videos
• Professor Content Videos
• Instructor Feedback on automatically graded work
• Checking In Reports
• Exam Reflections
• Mid-Semester Survey
• Just-in-time Conferences for struggling students
• Impromptu Help Sessions
Tips for Communication

• Send a Welcome Email before the start of the course
• Encourage students to set up Notification preferences in the LMS
• Address students by name – personalized feedback
• Send a mix of all class and individual messages
• Use the LMS message filters to target specific groups of students
• Send important messages also as Announcements
• Repeat information in multiple locations within the course
• Use Announcements to post Study Tips
• Utilize the LMS gradebook effectively (Submission Comments)
Hi everyone. I hope at this point you are all getting used to your new class schedule this semester. Besides this class, I am teaching one other online section, as well as three face-to-face courses at the Frisco campus on Mondays and Wednesdays.

One of things I enjoy doing outside of teaching is playing softball. I have been doing it for about 6 years now. The team I play with is going to a national tournament in Ohio this week. I will let you all know next week how it went. It’s my first time going to Ohio.
My office hours are student hours!

Come ask your questions. Meet your professor. Seek the help that you need.

Mondays 8 - 10 pm
Wednesdays 1 - 3 pm
Thursdays 8 - 10 am

All you have to do is hop on!
Checking In Reports Examples

This week so far, I have completed all of Ch. 4 homework, the lab report, and the discussion. I am moving on to Ch. 5, and will complete by tomorrow night so that I will have ample time to study for my test before Thursday gets here. I will complete the midterm review, and use it as my guide for how to tackle the questions on the test.

Checking-In Report

So far in the MyLab I have completed homework assignments 2.1 through 3.5. I have also completed the discussion regarding the different types of learning style. All of the homework is fairly easy when I go along with the provided guided noted and videos. The only thing I had a little trouble with was determining weather or not the graph was skewed left, symmetrical, or skewed right. The videos help a lot, being able to go back and re-watch a portion I may have missed or don't understand is great.

This week's checking-in report is not going to be one of my best ones. Quite honestly, I haven't had much time this past week to check up and really study the lessons. I still have some of last week's homework uncompleted after giving up on trying to do it. I hope that today will be more productive, and that I can at least absorb some of the material. I initially was very confident about my abilities in this class with the first few lessons, but somewhere along the last two weeks things have just gotten to be overwhelming. Nonetheless, I still have high hopes that I can pull myself together before midterms.

P.S-- sorry about the super down tone in this weeks checking-in report. the last two weeks have been super hectic.
Discussion Boards

• Sense of Community
• Introductions
• Study Skills
• Water Cooler
• Going to the “Board”
• Content-Based
Suggested Discussion Guidelines

• Impart Lesson/Orientation
• Encourage Timely Entries
• Ask students to “Subscribe”
• Explain Multiple Tasks and Purpose
• Outline Clear step-by-step Directions
• Request a “Reservation”
• Require Meaningful Comments
• Provide a Sample Post and Rubric
Content-Based Discussion Example

Student A posts a problem:

$$\lim_{x \to 0} (e^x - 1 - x)^n$$

Reply

Student B reserves the problem:

I'm going to do this one :)

This is taking me a bit due to working today and how many steps it has (maybe I'm over-complicating it) but I'll be posting my answer tonight.
Student B works the problem out:

\[
\lim_{x \to 0} \left( e^x - 1 - x \right)^x = \lim_{x \to 0} e^{ln(e^x - 1 - x)x} = \lim_{x \to 0} e^{x ln(e^x - 1 - x)} = e^{\left( \lim_{x \to 0} x ln(e^x - 1 - x) \right)}
\]

rewrite: \[= e^{\left( \lim_{x \to 0} \frac{b-1}{x} \right)} \]

applying L'Hopital's Rule: \[= e^{\left( \frac{d}{dx} \left( ln(e^x - 1 - x) \right) \right)} = e^{\left( \lim_{x \to 0} \frac{x^2}{e^x - 1 - x} \right)} \]

factor out the negative: \[= e^{\left( - \lim_{x \to 0} \frac{x^2}{e^x - 1 - x} \right)} \]

applying L'Hopital's Rule again:

\[
\left( - \lim_{x \to 0} \frac{x^2}{e^x - 1 - x} \right) = e^{\left( - \lim_{x \to 0} \frac{x^2}{e^x - 1} \right)} = e^{\left( - \lim_{x \to 0} \frac{x^2}{e^x - 1} \right)}
\]

factor out the 2: \[= e^{\left( - 2 \lim_{x \to 0} \frac{x}{e^x - 1} \right)} \]

applying L'Hopital's Rule again:

\[
\left( - 2 \lim_{x \to 0} \frac{x}{e^x - 1} \right) = e^{\left( - 2 \lim_{x \to 0} \frac{x}{e^x} \right)} = e^{\left( - 2 \lim_{x \to 0} \frac{x}{e} \right)}
\]

apply continuity of exponential: \[= e^{\left( - 2 \lim_{x \to 0} e^{x - 1} \right)} = e^{\left( - 2 \lim_{x \to 0} e^{x} \right)} = e^{\left( - 2 \times 0 \right)} = 1
\]

This took me a while to figure out but I think I've got the correct steps and answer.
Student C gives meaningful comment:

Hi, your answer is correct. Instead of splitting to two limits and multiplying, here’s how I did it:

\[
\lim_{x \to 0} \left( -\frac{x^3(e^x - 1)}{e^x - 1 - x} \right) = \lim_{x \to 0} \left( -\frac{-e^x x^2 - 2e^x x + 2x}{e^x - 1} \right) = \lim_{x \to 0} \left( \frac{-e^x x^2 - 4e^x x - 2e^x + 2}{e^x} \right) = \frac{-e^0 \cdot 0^2 - 4e^0 \cdot 0 - 2e^0 + 2}{e^0} = e^0 = 1
\]

I like how you solved the problem, its much simpler than how the book and videos explain it.
Interaction and Feedback Q&A

Please submit your responses on Whova:

What are some other ways in which you communicate with your students to help connect and engage?
Strategies for Time Management – for the Professor

• Prepare your course before the semester begins
• Assign manageable due dates
• Break assignments into smaller chunks
• Utilize filters (or create sections) to manage and communicate with groups of students
• Communicate availability and set boundaries
• Set aside time to focus on the course
• Create material with re-use in mind
Continue our conversation in Whova...

How else do you establish teaching presence in your online course?
Thank you!

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Martha Chalhoub  mchalhoub@collin.edu
Connectedness Survey Questions

Instructor Facilitation

• The instructor promotes collaboration between students in this online course.

• The instructor integrates collaboration tools (ex. discussion boards) into online course activities.

• My online instructor is responsive to my questions.

• I receive frequent feedback from my online instructor.

• My online instructor's tone of communication is respectful.

• My instructor participates in online discussions.
Connectedness Survey Questions

Comfort

• I feel comfortable in the online learning environment provided by my instructor.
• I feel my instructor has created a safe online environment in which I can freely express myself.
• I feel comfortable asking other students in this online course for help.
• I feel comfortable expressing my opinions and feelings in this online course.
• I feel comfortable introducing myself in online courses.
• If I need to, I will ask for help from my classmates.
• I have no difficulties with expressing my thoughts in this online course.
• I can effectively communicate in this online course.
Connectedness Survey Questions

Interaction and Collaboration
• I share information with other students in my online course.
• I collaborate with other students in my online course.

Community and Social Presence
• I have gotten to know my instructor and classmates well.
• I feel emotionally attached to other students in my online course.
• I can easily make acquaintances in this online course.
• I spend a lot of time with my online course peers.
• My peers have gotten to know me quite well in this online course.
• I feel that students in this online course depend on me.
References


