



Teacher Effectiveness

Elements of Presence for Adult Learners

Dr. Brian Keintz

Dr. Manuel Rosa

Dr. Steve Roth

**Keiser University Graduate School
Fort Lauderdale, FL**

Characteristics of Adult Learners



Malcolm Knowles (1970) *The Modern Practice of Adult Education.*



1. Autonomous and self-directed.
2. Bring experience and knowledge.
3. Goal oriented.
4. Relevancy oriented.
5. Practical-useful knowledge preferred.
6. Desire to be shown respect.

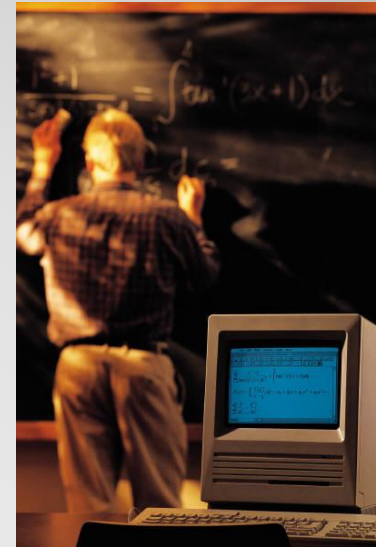
Teacher Effectiveness: The Seven Principles

1. Encourages student-faculty contact
2. Encourages cooperation among students
3. Encourages active learning
4. Gives prompt feedback
5. Emphasizes time on task
6. Communicates high expectations
7. Respects diverse talents and ways of learning

(Chickering and Gamson, 1978)

Teacher Effectiveness: The Seven Principles

Do these seven principles apply to Traditional, On-line or Blended modes of delivery?

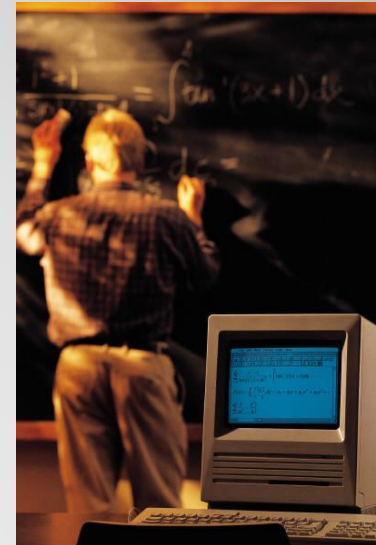


Teacher Effectiveness: The Seven Principles

The Answer: Traditional, On-line and Blended are ALL applicable.

“If the power of the new technologies is to be fully realized, they should be employed in ways consistent with the seven principles.”

(Chickering and Ehrmann, 1996, p. 2)



The Community of Inquiry Model: Defining the principles operationally

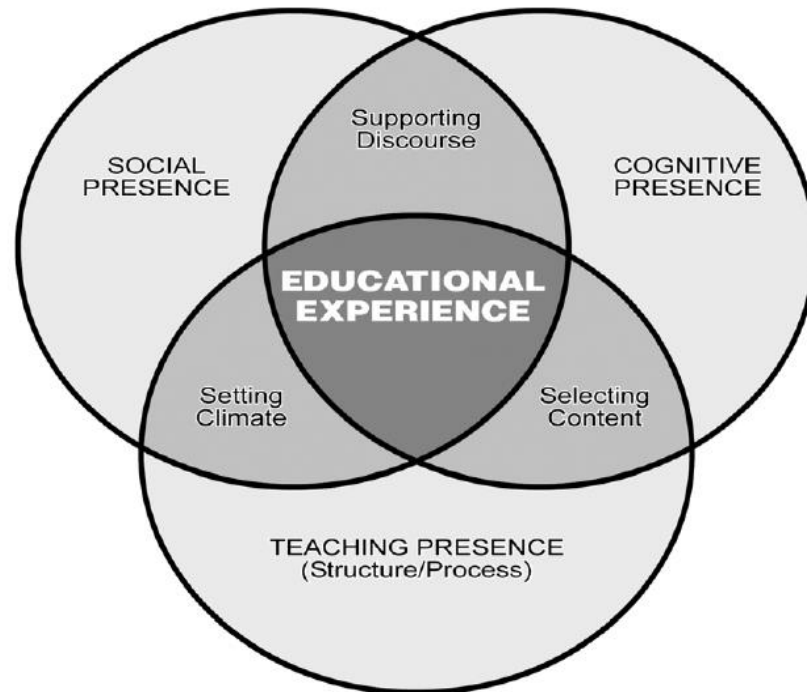
The framework of this model consists of three elements:

1. Cognitive Presence
2. Teaching Presence
3. Social Presence



(Garrison, 2007)

The Community of Inquiry Model:



Communication Medium

Figure 1. Community of Inquiry Framework

(Garrison, 2007, p. 62)

1. Cognitive Presence (CP)

“The exploration, construction, resolution and confirmation of understanding through collaboration and reflection in a community of inquiry.”

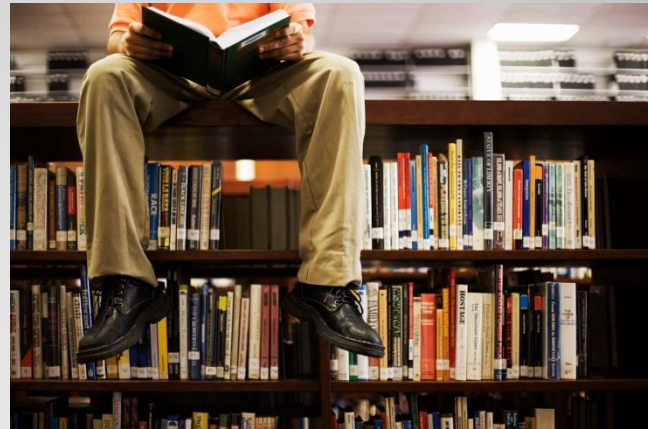
CP is grounded in the work of John Dewey on reflective thinking.

(Gorsky and Blau, 2009, p. 4).

1. Cognitive Presence (CP)

The Four Phases of CP

1. Triggering Event
2. Exploration
3. Integration
4. Resolution



1. Cognitive Presence (CP) Examples

- ✓ Set high standards of expectations for student analysis and inquiry.
- ✓ Challenge, inspire and question students = reflection, investigation and assessment of concepts and ideas.
- ✓ Instructors and students are active participants in the forum/classroom discussions.
- ✓ Ensure that course, program and career outcomes are priority.



(Boettcher & Conrad, 2010)

1. Cognitive Presence (CP) Example

The screenshot displays a Blackboard LMS interface for Keiser University Graduate School. The top navigation bar includes the university logo, the name 'KEISER UNIVERSITY GRADUATE SCHOOL', and the tagline 'Empowering Innovative Learning'. Navigation links for 'Home', 'My Courses', 'How to Videos', 'System Admin', and 'Outcomes Assessment' are present. A user profile for 'Brian Keintz 479' is visible in the top right.

The main content area is titled 'Week 5 Written Assignment'. It features a sidebar with a 'Help Desk' icon and a list of links: 'Design and Delivery of Web Conferences and Webinars (EDU572G3-103032014)', 'Homepage', 'EDU 572 Syllabus', 'Meet Your Professor: Dr. Jackie Booth', 'Ask Questions', 'Student Resources', 'Program Resources', 'Tasks and Information', 'Discussion', and 'Keiser Live!'. The main content area includes a 'Build Content' tab, a 'Note' about checking the syllabus, and a detailed description of the 'Week 5 Written Assignment' task. The task requires students to research a technology innovation for presentation, with specific requirements for length, content, and a one-page summary. A 'Week 5 Written Assignment Rubric' is also visible, showing a 'Quality of Content (80 Points)' section.

The bottom of the screen shows a Windows taskbar with several open applications: 'Teacher Effective...', 'Week 5 Written A...', and 'Teacher Effective...'. The system clock indicates '10:10 AM 10/14/2015'.

Example of an interactive, on-line presentation by students.

1. Cognitive Presence (CP) Example

EDU 572 – Design and Delivery of Web Conferences and Webinars



- ✓ 100% Online
- ✓ Students develop a 10 minute presentation presented on video conference platform
- ✓ Other students watch and interact with presenter.
- ✓ Feedback provided to presenter through discussion forum.

1. Cognitive Presence (CP) Tips

- ✓ Give students activities to reflect on and process new information.
- ✓ Stimulate students interest in a topic.
- ✓ Guide students towards learning about a topic.
- ✓ Ensure activities help students to create a solution or understanding.



2. Teaching Presence (TP)

“Teacher presence is defined as the design, facilitation and direction of cognitive and social processes for the purposes of realizing [students] personally meaningful and educational worthwhile outcomes.”



(Anderson et al., 2001, p. 5)

2. Teaching Presence (TP)

The Three Categories of TP

- ✓ Design and Organization
- ✓ Facilitating Discourse
- ✓ Direct Instruction



2. Teaching Presence (TP)

- ✓ Significant determinate of perceived learning, student satisfaction and sense of community.
- ✓ Studies have shown that TP in threaded discussion is critical to the development of social presence.
- ✓ Students ranked instructor modeling as the most important element in building online community.



(Gorsky and Blau, 2009, p. 3)

2. Modeling TP (online)



(Boettcher and Conrad, 2010)

- Visibility in the course room, 7 days/week.
- Mutually high expectations.
- Culture of questioning is fostered.
- Guidance, support and time is offered freely.
- Overviews of requirements and expectations give in advance.
- Utilize available tools/technology.
- Constant communication through email, texting, and telephone with students.
- Developing “instructor immediacy” and availability

2. Teaching Presence (TP) Example

Outlook Web Access Week 3 Discussion – EDU5... ... HD Mobile Video Confe... +

https://keisergrad.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id=_47886_1&content_id=_3410186_1

KEISER UNIVERSITY GRADUATE SCHOOL Empowering Innovative Learning Brian Keintz 478

Home My Courses How to Videos System Admin Outcomes Assessment

Week 3 Discussion

Week 3 Discussion
Week 3 Discussion Questions

What is the best mode for delivery of educational courses in a formal institution of higher education? This week students will be assigned or take a side in a debate that is raging among the faculty at the institution described in course resources entitled, "Faculty crisis at Pleasantville College – Week 3 Debate". You professor will assign you a role and a position that will require you to write a one-page position paper that describes an overview of your position on the issue. They must write the paper from the position of the role they were assigned for the debate.

The position paper must be written and submitted to the required Week 3 Discussion SafeAssign by midnight on Wednesday. Post your position paper on their wiki site along with their role in the debate for classmates to see and post their opening argument in the Week 3 Discussion forum. THE OPENING ARGUMENT MUST BE IN FIRST PERSON AND IN THE ROLE YOU ARE PLAYING IN THE DEBATE. Students must engage one another in the debate throughout the week, defending their position and challenging the position of other students in the exercise. You will be posting both in discussion and in the wikis.

Week 3 Discussion Forum
If you wish to submit your original post to SafeAssign, you first need to go to the Start Here/Discussion folder. Inside that folder is a link where you have unlimited attempts to upload your original post, return to check your SafeAssign score, fix your post if needed, and resubmit the corrected document by selecting the START NEW button

The Teaching of Adults in Collaborative Online Environments (EDU570G1-105042015)
Dr. Brian Keintz
Homepage
EDU 570 Syllabus
Student Resources
Keiser Live!
Email

Start Here, Introductions, Ask Questions, Course Resources, Discussions -

Teacher Effective... Week 3 Discussio... Teacher Effective...

10:23 AM 10/14/2015

Example of the assignment for a role play activity/debate.

2. Teaching Presence (TP) Example



- ✓ Students are presented a case at a small liberal arts college related to online vs. traditional modes.
- ✓ Each student is assigned a public role (everyone sees) and is emailed a private summary of their hidden agenda.
- ✓ Debate happens in a discussion forum.
- ✓ Professor plays a role with students.

2. Teaching Presence (TP) Example

The screenshot shows a web browser window with multiple tabs. The active tab is a Blackboard discussion board post. The browser's address bar shows the URL: https://keisergrad.blackboard.com/webapps/discussionboard/do/message?action=list_messages&forum_id=_315547_1&nav=discussi. The Blackboard interface includes the Keiser University Graduate School logo and navigation links like Home, My Courses, How to Videos, System Admin, and Outcomes Assessment. A left sidebar lists navigation options such as 'EDU 570 Syllabus' and 'Week 1' through 'Week 8'. The main content area displays a discussion post titled 'Traditional Classes are what we need most' by Dr. Brian Keintz. The post includes a profile picture of Dr. Keintz and a message to 'Esteemed Colleagues' expressing gratitude and discussing the university's challenges and demographics. At the bottom, a Windows taskbar shows icons for various applications and the system clock indicating 10:30 AM on 10/14/2015.

Outlook Web Access Thread: Traditional Classe... Student Leader - Javier Lo... +

https://keisergrad.blackboard.com/webapps/discussionboard/do/message?action=list_messages&forum_id=_315547_1&nav=discussi Search

KEISER UNIVERSITY
GRADUATE SCHOOL Empowering Innovative Learning

Home My Courses How to Videos System Admin Outcomes Assessment

(EDU570G1-105042015)

Dr. Brian Keintz

Homepage

EDU 570 Syllabus

Student Resources

Keiser Live!

Email

Start Here, Introductions, Ask Questions, Course Resources, Discussions - SafeAssign Checks (Weeks 1-8)

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

Gradebook

Teacher Effective...

Thread: Tradition...

Teacher Effective...

10:30 AM
10/14/2015

Traditional Classes are what we need most

Esteemed Colleagues,

I would like to extend my gratitude to each of you for seeking solutions to ensure the continued success and legacy of this university for generations to come. I celebrate our endeavors, as a team of knowledgeable and reflective colleagues, to strengthen the pillars of learning here at Pleasantville, against the present economic times, the competition of online learning, and the fast-paced impulsiveness of our modern day culture.

Let us maintain solidarity by carefully reflecting upon proven values, first. These values have carried Pleasantville through many whimsical storms and have ensured her success through 80 years of glory to the present day. Once we fully appreciate Pleasantville's past, and the triumphs, thereof, can we make decisions today for a thriving future.

Please consider the geography and culture of people who attend Pleasantville College. Pleasantville, New Jersey is an urban area with a diverse ethnic population of 20,520, fifty two percent females, forty-eight percent males. The average age is 37 and the average household income is 36,000, half as much as the states average household income.

- **Black alone** - 8,615 (42.5%)
- **Hispanic** - 8,314 (41.1%)
- **White alone** - 2,332 (11.5%)

Example of a role play developed by a student in the case exercise.

2. Teaching Presence (TP)



Question: How is online teaching presence applicable to traditional classroom settings?

2. Teaching Presence (TP)



- Model civil discourse
- Keep students on task
- Encourage students to resolve issues as a group
- Ensure activities reflect clear learning objectives
- Create group activities aimed at developing critical thinking

3. Social Presence (SP)

The perceived presence of others in mediated communication which supports CP and TP in its ability to instigate, sustain and to support interaction.



SP is the capacity to project one's self and to establish personal and purposeful relationships.

3. Social Presence (SP)



Three Main Categories of SP

- ✓ Affective Communication
- ✓ Open Communication
- ✓ Group Cohesion

Social presence is achieved in the greatest capacity when all three categories are felt collectively by a group of learners.

Social Presence Undercover

Social Presence

Social Presence



"On the Internet, nobody knows you're a dog."

3. Social Presence (SP) Example

Promoting social presence must be a natural occurrence as the teacher shares aspects of his/her life, family, likes /dislikes and experiences, which in turn inspires students to discuss who they are too.

.....Encouraging students to share more of who they are not only builds learning but community as well. This relationship cultivates a comfort zone and a climate of trust.



This setting is fundamental to laying the groundwork for teacher and cognitive presence

(Boettcher and Conrad, 2010)

3. Social Presence (SP) Example

Examples

- ✓ Introductions during first week of class
- ✓ Provide discussion component for informal threads
- ✓ Demonstrate genuine interest and care for students



3. Social Presence (SP) Example

EDR 551 – Decision Oriented Educational Research Course

Collaboration Forum

- ✓ Students are able to comment, ask questions, or seek feedback from students and professor in an ungraded forum.
- ✓ Students and professor participate as equals.
- ✓ Focus is development of their final research project.



3. Social Presence (SP) Tips

- ✓ Foster an environment where students feel comfortable asking questions and sharing their opinions.
- ✓ Establish clear peer-to-peer and student to instructor expectations for communication .
- ✓ Develop group activities that lead to a sense of social cohesion.



3. Social Presence (SP) Example

Forum: Week 5 ARP Collaboration

Organize Forum Threads on this page and apply settings to several or all threads. Threads are listed in a tabular format. The Threads can be sorted by clicking the column title or the caret at the top of each column. [More Help](#)

Create Thread **Search** **Collapse All** **Expand All**

Thread	Author	Status	Date
<input type="checkbox"/> Thesis and survey questions		Published	10/2/15 6:24 AM
<input type="checkbox"/> RE: Thesis and survey questions		Published	10/2/15 8:30 AM
<input type="checkbox"/> Survey Questions		Published	10/1/15 1:59 PM
<input type="checkbox"/> RE: Survey Questions		Published	10/2/15 8:19 AM
<input type="checkbox"/> RE: Survey Questions Revised		Published	10/2/15 5:59 PM
<input type="checkbox"/> RE: Survey Questions Revised		Published	10/4/15 8:55 AM
<input type="checkbox"/> RE: Survey Questions Revised		Published	10/5/15 8:03 AM
<input type="checkbox"/> RE: Survey Questions Revised		Published	10/6/15 9:56 AM
<input type="checkbox"/> Schrader-Survey		Published	9/30/15 12:41 PM
<input type="checkbox"/> RE: Schrader-Survey		Published	10/1/15 6:15 PM
<input type="checkbox"/> RE: Schrader-Survey		Published	10/2/15 8:12 AM
<input type="checkbox"/> RE: Schrader-Survey		Published	10/2/15 12:16 PM

Example of collaboration discussion room for students in research courses.

3. Social Presence (SP) Using Technology

- Twitter
- Pinterest
- Google+ Hangouts/Video Conferencing
- Instagram
- Facebook
- Snapchat



40 Most Popular **Social Networking Sites** of the World

www.soravjain.com

Effective Teachers in an Online Environment



Demonstrate:

- ✓ A significantly high level of passive and active participation
- ✓ High levels of teaching, social and cognitive presence
- ✓ Responsiveness in instructional grading, comments and posts.

Effective Teachers in an Online Environment



Question: How are these characteristics demonstrated in traditional classroom settings?

Teaching Presence in Action

ELEMENTS	CATEGORIES	INDICATORS (examples only)
Social Presence	Open Communication Group Cohesion Personal/Affective	Learning climate/risk-free expression Group identity/collaboration Self projection/expressing emotions
Cognitive Presence	Triggering Event Exploration Integration Resolution	Sense of puzzlement Information exchange Connecting ideas Applying new ideas
Teaching Presence	Design & Organization Facilitating Discourse Direct Instruction	Setting curriculum & methods Shaping constructive exchange Focusing and resolving issues

Thank You!

Do you have any questions?

References



Anderson, T., Rourke, L., Garrison, D.R., & Archer, W. (2001). Assessing teaching presence in a computer conferencing context. *Journal of Asynchronous Learning Networks*, 5(2), 1-17.

Boetcher, J.V. & Conrad, R.M. (2010). *The online survival teaching guide: Simple and practical pedagogical tips*. San Francisco, CA: Jossey Bass.

Chickering, A. W., & Ehrmann, S. (1996). Implementing the seven principles: Technology as lever. *AAHE Bulletin*, 49(2), 3-6.

Chickering, A.W. & Gamson, Z.F. (1987). Seven principles of good practice in undergraduate education. *AAHE Bulletin*, 39(7), 3-7.

Garrison, D.R. (2007). Online community of inquiry review: Social, cognitive and teaching presence issues. *Journal of Asynchronous Learning Networks*, 11(1), 61-72.

Gorsky, P. & Blau, I. (2009). Online teaching effectiveness: A tale of two instructors. *The International Review of Research in Open and Distributed Learning* 10(3). Retrieved from <http://www.irrodl.org/index.php/irrodl/article/view/712/1270>.

Knowles, M.S. (1970). *The modern practice of adult education: From pedagogy to andragogy*. Cambridge, MA: Cambridge Adult Education.