

CREATING SOCIAL PRESENCE AND COMMUNITY IN ONLINE LEARNING



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SOCIAL PRESENCE AND COMMUNITY ONLINE

- Emotions play an important role in student engagement and learning
- Insecurity, stress and fear hinder learning.
- Positive emotions such as a sense of belonging and connection can promote learning.
- Distance students may feel isolated, so-called. transactional distance - not only physical distance but also social distance acting as a barrier.
- Even more so for today's students who have been 'forced' online.



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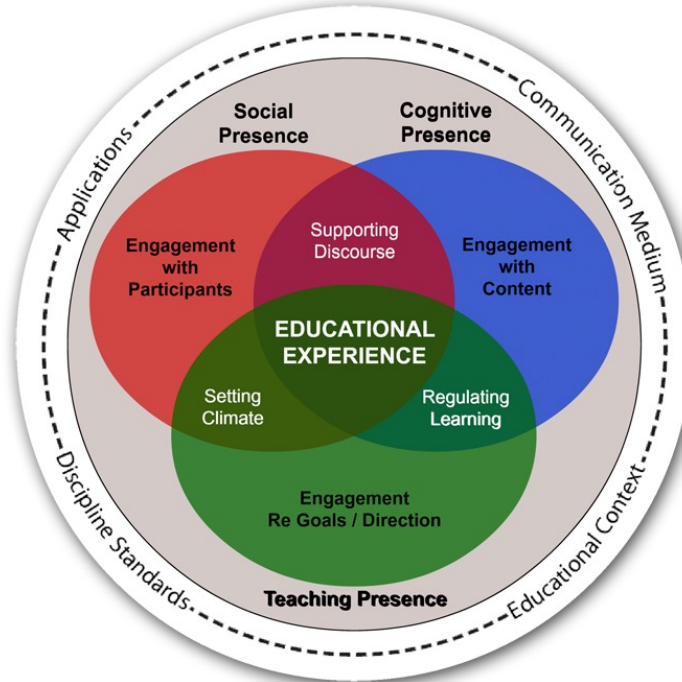
How can we bridge the distance and support student learning?

- In particular, the importance of social presence in promoting learning within a learning community is highlighted by research in distance education, especially in online learning environments. The creation of connection and a sense of 'community' is vital to promote student engagement and learning.
- Community of Inquiry (CoI) framework (Garrison, Anderson and Archer, 2000) which can be a support in the design of supportive online learning environments.



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bildkälla: coi.athabasca.ca

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SOCIAL PRESENCE AND COMMUNITY ONLINE

- **Social presence** is defined as the degree to which learners feel socially and emotionally connected with others in an online environment (Arbaugh et al. 2008)
- **Cognitive presence** describes the extent to which learners are able to construct and confirm meaning through sustained reflection and discourse.
- The central organizing element is **teaching presence**: the design, facilitation, and, most importantly, the direction of cognitive and social processes for the realisation of personally meaningful and educationally worthwhile learning outcomes (Morueta, López, Gómez & Harris 2016).
- A fourth area currently emerging in research: **emotional presence**



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Designing for learning with social presence

- Provide online spaces and structured activities that encourage and support social interaction
- Discuss social presence, its value for learning and establish rules of interaction (netiquette)
- Provide opportunities for individual presentation of ideas, interaction in pairs (critical friends) and group work
- Clarify the value of dialogue and collaborative learning
- Discuss and verify group norms during the course (group contract)



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Designing for learning with teaching presence

- Clear structure with clear instructions how, what and when students need to do tasks etc.
- Communication - create and communicate a plan where and how communication should take place between students and between course tutors and students.
- Clear presentation of course objectives, assignments and themes
- Maintain presence through regular interaction with individuals and groups
- Participate in and encourage learning activities, encourage students to create and lead teaching activities
- Support groups in their work and solve problems with humor and encouragement



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Designing for learning with cognitive presence

- Use varied and unique materials and approaches to engaging students with learning materials. Vary the choice of resources and methods in learning activities
- Use problem-based learning
- Create learning activities that require reflection, application and criticism
- Offer opportunities for students to search and use resources outside of course materials
- Uses student-active methods
- Offer opportunities for peer facilitation of forums
- Provide opportunities for student-led activities
- Discuss / implement the practical application of theoretical knowledge



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- What do you do to create social presence and a sense of community online?
- Do you have any helpful hints?
- Please write in the Padlet:

https://uplumu.padlet.org/claire_englund/x8qxvx99egzrhkjs



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