Building Community Online

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Please enter the following information in the chat box:
- Where you teach (institution)
- What you teach (subject)
- How you heard about this forum

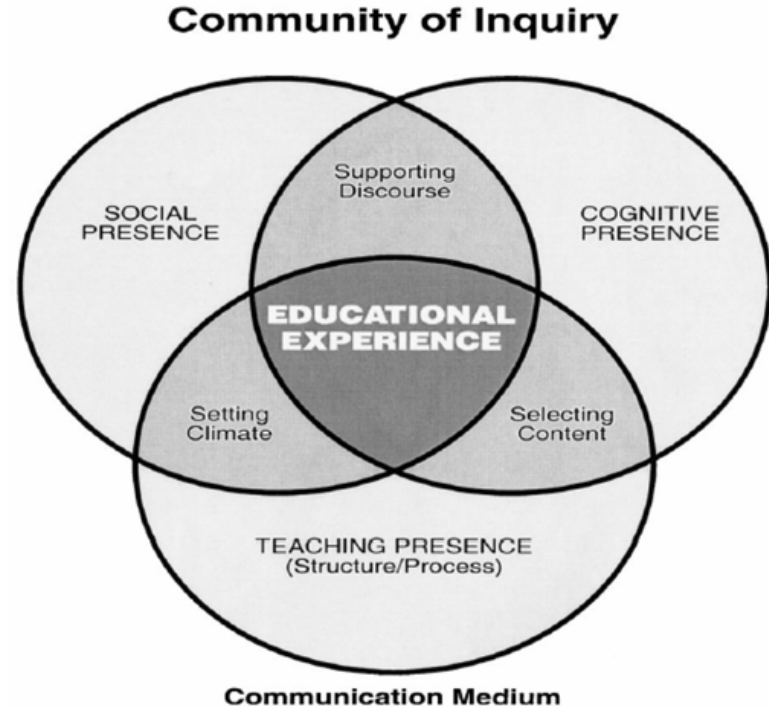— Equity — Access — Excellence —

Objectives

- Address challenges to teaching and learning in the online environment
- Explore the Community of Inquiry model and factors of online student connectedness
- Explore strategies to facilitate social, cognitive, and teacher presence
- Share ideas among participants

Keep in Mind…

Learning online can increase students' feelings of isolation

- Be supportive and flexible
- Reach students where they are asynchronously or synchronously when appropriate and available
- Provide support
- Keep it simple

Community of Inquiry Model (Garrison, Anderson, Archer, 2000)

Community of Inquiry

- SOCIAL PRESENCE
- Supporting Discourse
- COGNITIVE PRESENCE
- EDUCATIONAL EXPERIENCE
- Setting Climate
- Selecting Content
- TEACHING PRESENCE (Structure/Process)
- Communication Medium

Factors of Online Student Connectedness (Bolliger & Inan, 2012)

- Comfort

- Community and Social Presence

- Instructor Facilitation

- Interaction and Collaboration

Creating a Comfortable Online Environment

- Make navigation easy
    - Group material into "chunks"
    - If possible, hide extra tabs in the course learning management system (LMS)
    - Demonstrate where to locate course materials

- Create an inviting welcome page
    - Consider adding your picture to the welcome page or recording an introduction video

- Provide multiple avenues to contact the instructor
    - Utilize messaging apps and notification tools in the LMS

Creating a Comfortable Online Environment

- Begin the course with introduction assignments to help students introduce themselves to you and become familiar with the course
  - Student Profile
  - Scavenger Hunt

- Provide opportunities for students to introduce themselves to each other
  - Introduction discussion
  - Synchronous video conference or chat

Strategies to Create a Comfortable Online Environment

Share in the chat box:

How do you create a comfortable online learning environment?

Creating Teaching and Cognitive Presence

- Create a dialog between the instructor and student
  - Module Introduction Videos
  - Provide opportunities for instructor feedback and share with students when to expect that feedback
  - Checking In Reports

- Present material in "chunks"
  - Record short videos and then be available at least once a week to answer questions during online office hours

- Provide multiple avenues to contact the instructor
  - Respond in a timely manner (ie. within 24-48 hours)

Strategies to Create Teaching and Cognitive Presence

Share in the chat box:

- How do you establish teaching presence?

- How do you facilitate cognitive presence?

Creating Social Presence

- Provide opportunities for discussion
    - Create a "Virtual Cafe" space
    - Create an "Ask Questions" space
    - Use discussion forums or other collaborative tools to share time management and other study skill strategies

- Assign "support groups" to meet once a week
    - Encourage video

Strategies to Create Community & Social Presence

Share in the chat box:

How do you create community and social presence?

Strategies to Address Time Management - for the Instructor

- Prepare your course before the semester begins
- Assign manageable due dates
- Break assignments into smaller chunks
- Utilize filters to email groups of students
- Set aside time to focus on the course

Strategies to Address Time Management

Share in the chat box:

What time management strategies have you used?

Collaboration Tools

- Annotations/Screen Capture Applications
  - Screencast-O-Matic
  - Record It!
  - Komoto
- Document Camera
  - iPevo
- Video Conferencing
  - LMS, Zoom, Microsoft Teams
- Scanner Applications
  - Genius Scan
  - Cam Scanner
- Real-time Collaboration
  - Google Docs
  - Voice Thread
- Webcam
- Cell phone

Discussion Questions:

- Anything not addressed that you want to add?

- Any helpful resources or advice you would like to share?

- Any additional questions?

Resources and References

- Bolliger, D. U., & Inan, F. A. (2012). Development and validation of the online student connectedness survey (OSCS). The International Review of Research in Open and Distance Learning, 13(3), 41-65.

- Chronicle of Higher Ed. (2020) Moving online now. Retrieved from https://connect.chronicle.com/rs/931-EKA-218/images/CoronaVirus_ArticlesCollection.pdf

- Garrison, D. R., Anderson, T., & Archer, W. (2000). Critical inquiry in a text-based environment: Computer conferencing in higher education. The Internet and Higher Education, 2(2-3), 87-105.

Blogs and Resources

- Dana Center Blogs:

  - https://www.utdanacenter.org/blog/dana-center-launches-new-transitioning-mathematics-courses-virtual-teaching-webinars

  - https://www.utdanacenter.org/blog/making-switch-virtual-learning

  - https://www.utdanacenter.org/blog/shifting-virtual-teaching-higher-ed-mathematics-part-1

- The Dana Center is compiling resources here: https://tinyurl.com/Teaching-Online-Resources

To Learn More…

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