The Presence Trifecta: Cognitive, Social and Teaching Presence in the Online Classroom

Anastasia Martin
Minnesota Online High School, a.martin@mail.mnohs.org

Follow this and additional works at: http://pubs.lib.umn.edu/minnesota-elearning-summit

http://pubs.lib.umn.edu/minnesota-elearning-summit/2015/program/36

The Minnesota eLearning Summit conference proceedings are produced by the University of Minnesota Libraries Publishing. Authors retain ownership of their presentation materials. These materials are protected under copyright and should not be used without permission unless otherwise noted.
The Presence Trifecta: Cognitive, Social & Teaching Presence in the Online Classroom

July 29, 2015
Anastasia Martin
Social Studies Teacher
Minnesota Online High School
About MNOHS...

- Fully online
- Statewide charter school
- Working with comprehensive ("full-time") and supplemental students
- Mainly asynchronous (for flexibility) with lots of synchronous support
- Teacher and student-led
- Creative and connected!

[Image of diagram titled "The Defining Dimensions of Online Programs"]

Figure adapted from Gregg Vanourek, A Primer on Virtual Charter Schools: Mapping the Electronic Frontier, Issue Brief for National Association of Charter School Authorizers, August 2006.
Objectives:

• Define the three elements of presence
• Explain how the three elements of presence impact the online learning process
• Explore specific practices and tools to optimize the three elements of presence
Tools I Use

VoiceThread

(padlet (formerly Wallwisher))

Blackboard

Blackboard Collaborate
SOCIAL PRESENCE
Social Presence

Learners = “real” people

Function = support cognitive & emotional learning objectives

(1) Effective Communication
(2) Open Communication
(3) Group Cohesion
vintage social networking

foursquare
Instagram
Imgur
WordPress
Twitter
Facebook
LinkedIn
Pinterest
YouTube
reddit
Skype
Tumblr
Social Presence

Learners = “real” people

Function = support cognitive & emotional learning objectives

(1) Effective Communication
(2) Open Communication
(3) Group Cohesion
Examples – Social Presence

• Icebreakers
• Student Groups
• Informal Discussion/Chat
• Synchronous meetings
• Other ideas?
"A VoiceThread is an online media album that allows a group of people to make comments on images, videos, and documents, really simply."

Great for creating social presence.
VoiceThread Introductions
Chat Introductions

RE: W00: Discussion - Introduce Yourself

I would love to visit Ireland. I'm Irish so I would love to see where I come from and what my culture is. Also, I've seen many photos of Ireland and it is very beautiful!

Anastasia Martin
RE: W00: Discussion - Introduce Yourself

It is beautiful...a friend and I biked around for two weeks a few years ago. What an amazing experience! I've also visited by train and car. Driving on the left side of the road was a little scary! :)

RE: W00: Discussion - Introduce Yourself

I would like to visit Germany, which is where my ancestors originate. I believe that it would be really neat to see where they came from and what life was like for them. I would also love to visit nearly anywhere in South America. I am in my third year of Spanish class and I really enjoy it. I think that it would be a great experience to become acquainted with the Spanish culture first hand and also experience the natural life there.

Anastasia Martin
RE: W00: Discussion - Introduce Yourself

Living in a different country is definitely a good way to perfect your language skills! In college I did a study abroad program. I went to Germany for an intense 4-week German Language course and then attended the University of Salzburg in Austria for a semester. It was a great learning experience --- both in the classroom and out! I highly recommend students do this if they have a chance!
Webinar Introductions

What is the Story of your Name?

Introduce yourself by telling us the story of your name

My dad saw a doll that he liked in a catalog and decided he liked the name so he decided to name me Katrina and he chose my middle name too.

Ms. Martin
What's your middle name?

I had my name changed last year so I actually got to choose my own name, it wasn't really a conscious decision, I just started going by Max and the name fit. My favourite movie is Where the Wild Things are, though, and that's the main character's name so that probably is partially why, because I relate to that character a lot.
Examples – Social Presence

• Icebreakers
• Student Groups
• Informal Discussion/Chat
• Synchronous meetings
• Other ideas?
Student Groups

– Student Council
– Yearbook
– Book Club
– TAG Team
Informal Discussion/Chat

- The Locker
- Let’s Talk

Let’s Talk!

If a Blog or Journal can be graded, a grade assigned to an individual member is applied only to that individual.

Create Journal Entry

Journal Instructions

This is a place for you and me (your teacher) to talk about whatever is on your mind throughout the course. It could be a question about an assignment OR it might just be a question about psychology or life. This journal can only be accessed by you and me.
Examples – Social Presence

• Icebreakers
• Student Groups
• Informal Discussion/Chat
• Synchronous meetings
• Other ideas?
Welcome to our Classroom!

Find your teacher in the Breakout rooms listed below your name. Click and drag your name to the room you want to be in.

Mrs. Martin

Ms. Anderson

800-764-8166 ext.118
(text: 612-978-3492)

800-764-8166 ext 322

If we don’t respond to you entering the room, please call or text.

“Education is the most powerful weapon which you can use to change the world.”

- Nelson Mandela
Your Ideas
"NO YOU CAN'T ASK A QUESTION."
Cognitive Presence

“the extent to which learners are able to construct and confirm meaning through sustained discourse in a critical community of inquiry” (Garrison, Anderson, & Archer 2001)

“process of constructing meaning through collaborative inquiry” (Garrison, 2006)
Cognitive Presence

(1) Community of learners
(2) Interaction that is meaningful (content-related)
Examples – Cognitive Presence

• Establishing high expectations
• Teacher encourages analysis of ideas
• Sustained academic discussions:
  – Synchronous or Asynchronous
• Collaborative assignments
  ❖ Depth and problem solving favored over concept awareness and covering content
You will complete this assignment with a partner - please email me when you are ready to do this assignment and I will match you with someone else who is also ready.

W03: Partner Assignment Plan

When you meet with your partner to do the W3: Storyboard assignment, you will set up a plan of who will do what and when. Report your plan here.

W03: Partner Assignment Action

After you complete your partner assignment for Week 3, you will report what actions you and your partner took to complete the assignment.
"A VoiceThread is an online media album that allows a group of people to make comments on images, videos, and documents, really simply."

Great for creating cognitive presence.
VoiceThread - Collaboration
Problem Solving/Creation

• **Part One:** How would you separate a mixture of dirt, iron filings, salt and water? Propose a process and explain why it would work--that is, **what physical properties** of each material are you using to separate it from the others?

• **Part Two:** Post another mixture (of at least three materials) that can be separated based on the physical properties of the materials.
Problem Solving/Creation

Student Responses:

Part One:

First make sure all of the iron filings, dirt, and salt have settled at the bottom of the water. Next place all of these things in a very thin strainer to remove the water from the mixture. Next to remove the iron filings, since they are very magnetic you can use a magnet to remove the iron filings from the solid mixture. Since salt has larger grains than dirt you can take a slightly larger strainer to separate the dirt from the salt.

Part Two:

How would you separate a mixture of parts of granite, very fine nickel filings, and sand?

1. Firstly, to rid the water, boil the mixture until the water evaporates. After that is completed, wave a magnet over the mixture to pick up the iron filing, which would work due to its magnetic feature. Then, with an extremely narrow funnel, dump the mixture into it and that will separate the dirt from the salt. The particle left over will be salt, and all of the particles will be separated. The water’s evaporation is a property that helps it separate itself from the others, salt has slightly bigger crystals, iron filings are magnetic, and dirt’s size allows it to be separated from salt.

2. Explain how you would separate gold, copper, sulfur, and sodium.
You are the leader of a very powerful country named Carlenia in the year 2015.

Recently, it has been reported by your intelligence team that another country named Yolsa has been creating weapons of mass destruction. You also are hearing reports that Yolsa has committed human rights violations against their citizens. After being briefed by your intelligence officers, they ask you what Carlenia’s response should be.

Do you decide to enter into a war with Yolsa? Or, do you decide against it? Is there another option?
<table>
<thead>
<tr>
<th>Political Connections</th>
<th>Trade/Economic Relations</th>
<th>Citizens</th>
<th>Resource Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Your country goes to war...</strong></td>
<td>Countries might turn against us</td>
<td>Citizens that don't agree &amp; not happy</td>
<td>Food Rationing</td>
</tr>
<tr>
<td>Other countries may believe we are causing unneeded conflict.</td>
<td>we cannot go to international trades or have art exhibitions, cultural isolation as well</td>
<td>Isolated as a country - we are not allowed to other countries, need visa, we have no trade, and also young people leave the country</td>
<td></td>
</tr>
<tr>
<td>We might lose some Allies as well</td>
<td>Increased trade of weapons to support war</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Possible embargos by countries we are fighting against</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Your country does not go to war...</strong></td>
<td>Yolsa might continue what their doing</td>
<td>Citizens that don't agree &amp; not happy</td>
<td></td>
</tr>
<tr>
<td>we might appear to be weak</td>
<td>citizens who WANT us to go to war (maybe allies?)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other countries may not want to come to our aid when we need them to.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Countries could turn against us here too. The countries that we would be fighting with.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other options?</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Examples – Cognitive Presence

• Establishing high expectations
• Teacher encourages analysis of ideas
• Sustained academic discussions:
  – Synchronous or Asynchronous
• Collaborative assignments
  ❖ Depth and problem solving favored over concept awareness and covering content
Your Ideas
TEACHING PRESENCE
Teaching Presence

“design, facilitation, and direction of cognitive and social processes for the purpose of realizing personally meaningful and educational worthwhile learning outcomes.” (Garrison, 2006)

• Course design
• Course management
• Content expertise
• Facilitation of active learning
Teaching Presence

• Student Satisfaction
• Perceived Learning
• Sense of Community
Examples – Teaching Presence

• Design
  – Collaborative/Independent work
  – Feedback

• Management
  – Announcements
  – Response to texts, emails, voice calls

• Expertise
  – Direct instruction
  – Feedback

• Facilitation of Active Learning
  – Synchronous Meetings
  – Discussion prompts/follow-up
Examples – Teaching Presence

- **Design**
  - Collaborative/Independent work
  - Feedback

- **Management**
  - Announcements
  - Response to texts, emails, voice calls

- **Expertise**
  - Direct instruction
  - Feedback

- **Facilitation of Active Learning**
  - Synchronous Meetings
  - Discussion prompts/follow-up


**Callie R.**
It made me upset that our country is not doing anything to stop these genocides.

**Callie R.**
I thought it was strange that the guy who has been a killer in genocides let people interview him and actually talked about it.

**Victoria B.**
I don't understand how people could kill so many other humans.

**Victoria B.**
I was surprised that the government acted like it was not happening!

**Mrs. Martin**
The guy they interviewed - from Gen. Rios, he committed almost 40,000 crimes, so long to prosecute them.

**Mrs. Martin**
AND governments are still hesitant to get involved.

**Sarah F.**
I think this is a really really sad thing that people such as friends and neighbors especially ones that it sounded like were loyal would turn on them and kill them.

**Sarah F.**
I heard anyone say 'as politics we are constantly looking for all types of genocide whether or not it's killing' was curious to see if she ever heard this? Wonder if all politics know this.

**Mrs. Martin**
If I understand your question correctly, groups that fight for human rights are always looking for violations. The problem is that often even when they find violations, they don't have any 'police' powers. And the official governments are hesitant to take action. It's a disturbing and sad cycle.

**Victoria B.**
I also am very happy that someone survived, and not everyone died, but it is sad that many people did die.
"A VoiceThread is an online media album that allows a group of people to make comments on images, videos, and documents, really simply."

Great for creating teaching presence.
Feedback via VoiceThread
Examples – Teaching Presence

• Design
  – Collaborative/Independent work
  – Feedback

• Management
  – Announcements
  – Response to texts, emails, voice calls

• Expertise
  – Direct instruction
  – Feedback

• Facilitation of Active Learning
  – Synchronous Meetings
  – Discussion prompts/follow-up
Announcements via VoiceThread

WEEKLY ANNOUNCEMENTS
Posted on: Tuesday, June 16, 2015 5:21:39 PM CDT
Turn up the volume! There’s audio in the announcements!

Fourth Week of Summer Session 2014!

• **What Do I Do This Week?**
  – Check My Progress
  – Weeks 7 & 8
  – Research Project – Do Week 4 Assignment

• **Late Policy & Work submitted this week:**
  – Weeks 7 & 8 – Due July 16
  – Weeks 5 & 6 – 1 week late -10%
  – Weeks 3 & 4 – 2 weeks late -20%
  – Weeks 1, 2 & Getting Started – 3 weeks late -30%  
    – *Exceptions for students who added the course late*

• **Need Help?**
  – Email me to set up a time to meet
Examples – Teaching Presence

• Design
  – Collaborative/Independent work
  – Feedback

• Management
  – Announcements
  – Response to texts, emails, voice calls

• Expertise
  – Direct instruction
  – Feedback

• Facilitation of Active Learning
  – Synchronous Meetings
  – Discussion prompts/follow-up
Wow! That was a great lecture!

I'm so confused.

GREAT MOMENTS IN TEACHING

2008©

Cartoon from: http://brownsharpie.courtneygibbons.org
Direct Instruction via VoiceThread

Latitude and Longitude

World Geography
Direct Instruction via Padlet

I Have a Question...
Ask a question about anything in the Week 15 assignments. Return to see the answer and to view your classmates' questions and answers.

Abby
Do you suppose most/all of the conflicts in the Middle East are caused by religious disagreements?
2 months ago

@Abby
Many of the conflicts in the Middle East DO have religious roots. And that is, in part, what makes them so confusing AND deep. Confusing because no religion actively promotes violence as a way to reach a solution. And Deep because religious beliefs go to the core of what humans are. Religion and Politics...when they mix, it just gets ugly.
2 months ago

Tanner
Can a Jew be from Israel?
2 months ago

@Tanner
Yes, in fact, Israel is considered the Homeland of Jews.
2 months ago

Aiden
Can an Arab be from Israel and can a Palestinian be a Jew?
### Direct Instruction via Feedback

#### Data
- **9a - Middle Africa and West Africa are not countries**
- **9b - these are not countries, they are regions**
- **Map - Middle Africa is not a country, Isle of Man is part of Great Britain**

#### Notes
- **Weeks 1-8 in grade calculation**
- **Please remember to save your files as either PDF or Word .doc format. Most of these are correct. A cartogram shows the country sizes to be skewed based on the information it is showing. For example, larger population may be a bigger size than smaller population countries.**

#### Solution
- **Another disadvantage of agriculture was that you depended on the weather for survival**

#### #4 - SE Asia
- **Weeks 9-16 not calculated**

#### #1 - Africa
- **Weeks 9-16 not calculated**

#### #3s
- **Weeks 1-8 in grade calculation**
- **These are correct**
Feedback via Journals

Feedback - Shown to Learner

7/13 - Check your journal for my comments on each assignment:

Q1: 15/15
Q2: 15/15

Discussion:

Anastasia Martin said...

Monday, July 13, 2015 1:58:38 PM CDT

You have a good start on this project overall. I emailed you some links that might also be helpful. From what I can tell, China doesn’t export their pork since they consume so much. They do make their own and also import from us and other countries.
Examples – Teaching Presence

- **Design**
  - Collaborative/Independent work
  - Feedback

- **Management**
  - Announcements
  - Response to texts, emails, voice calls

- **Expertise**
  - Direct instruction
  - Feedback

- **Facilitation of Active Learning**
  - Synchronous Meetings
  - Discussion prompts/follow-up
Your Ideas – Teaching Presence
Community of Inquiry

- Social Presence
  - Supporting Discourse
  - Setting Climate
  - Selecting Content

- Cognitive Presence
  - Selecting Content

- Teaching Presence (Structure/Process)
  - Selecting Content

EDUCATIONAL EXPERIENCE

Copyright 2007 R. Garrison, T. Anderson, W. Archer and L. Rourke et al., University of Calgary,
Cognitive Presence

Teaching Presence

Social Presence

Supporting Discourse

Setting Climate

Educational Experience

Selecting Content

Teaching Presence
Cognitive Presence
Teaching Presence
Social Presence
Supporting Discourse
Setting Climate
Selecting Content
EDUCATIONAL EXPERIENCE
Teaching Presence
Cognitive Presence

Teaching Presence

Social Presence

Supporting Discourse

Setting Climate

Selecting Content

EDUCATIONAL EXPERIENCE
Cognitive Presence

Teaching Presence

Social Presence

Supporting Discourse

Setting Climate

Selecting Content

EDUCATIONAL EXPERIENCE

Teaching Presence
Sources


The Presence Trifecta: Cognitive, Social & Teaching Presence in the Online Classroom
http://tinyurl.com/PresenceTrifecta

Anastasia Martin
Social Studies Teacher
Minnesota Online High School
a.martin@mail.mnohs.org
800-764-8166 ext 118
@MrsMartinMNOHS