



Minnesota eLearning Summit

Minnesota eLearning Summit

2015

Jul 29th, 10:00 AM - 11:00 AM

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

Anastasia Martin

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

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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!

The Defining Dimensions of Online Programs

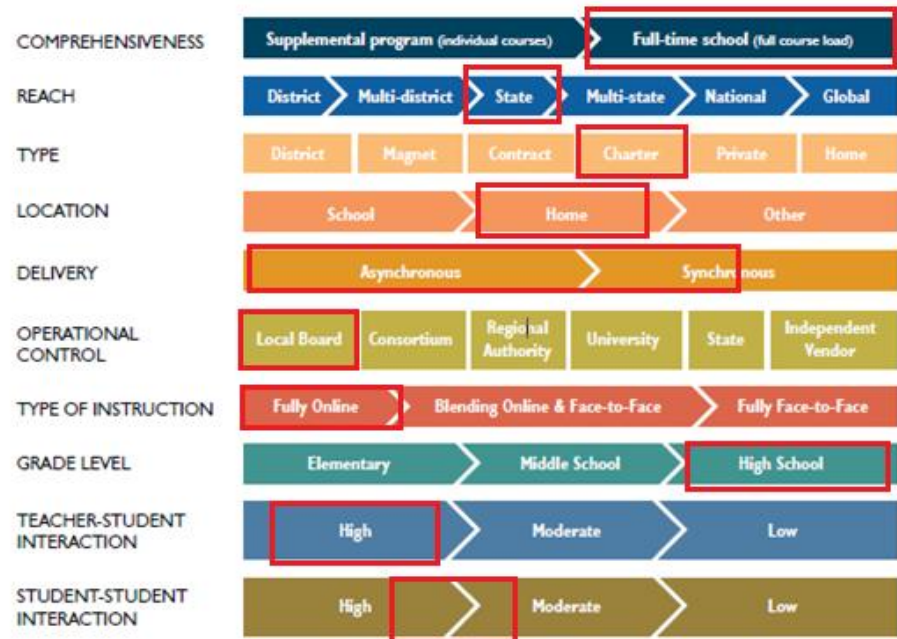


Figure adapted from Gregg Vanourek, A Primer on Virtual Charter Schools: Mapping the Electronic Frontier, Issue Brief for National Association of Charter School Authorizers, August 2006.

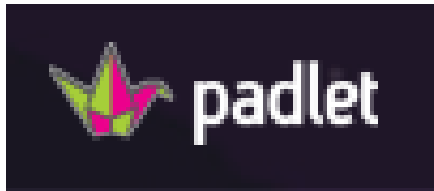
Objectives:

- 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

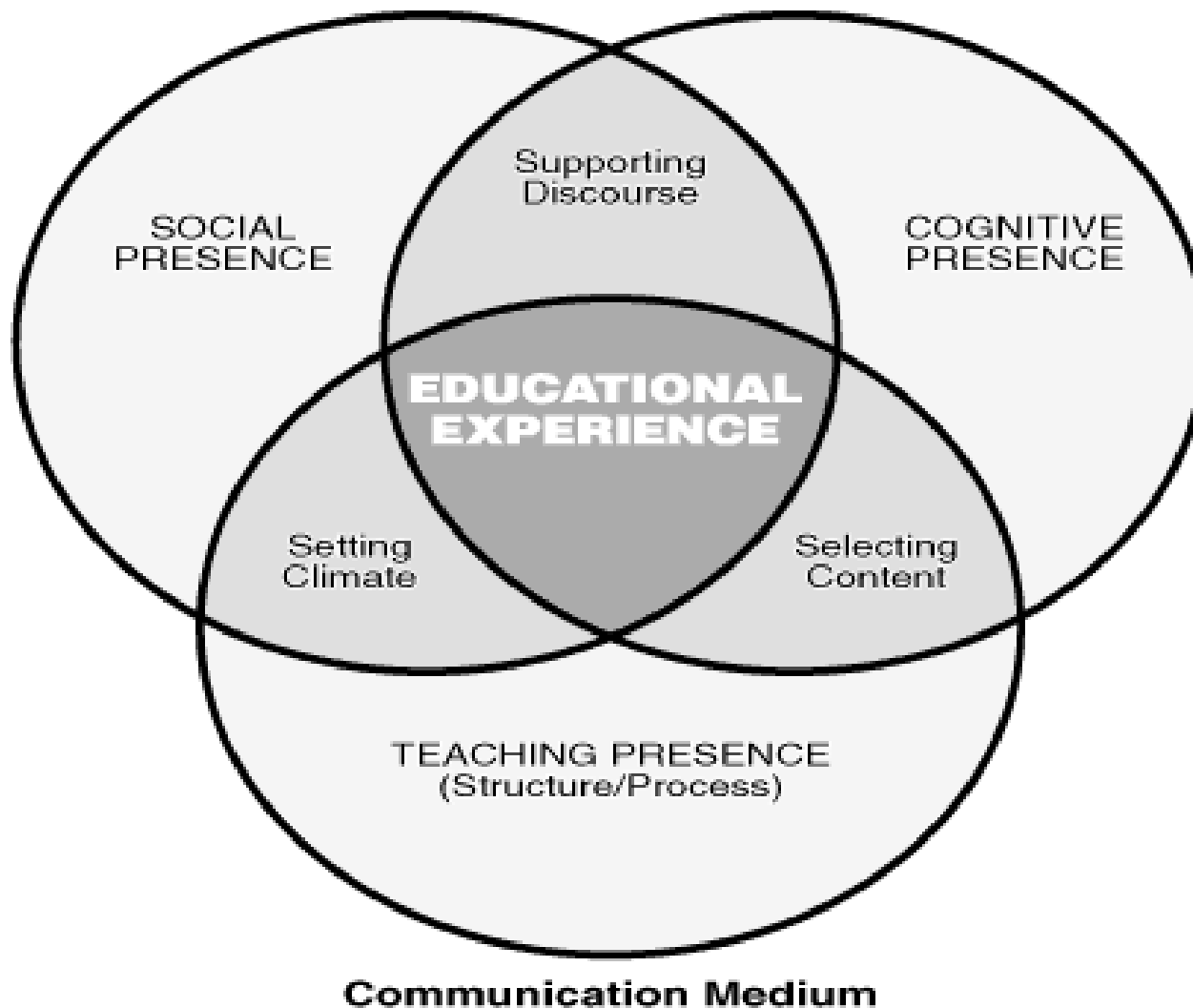


(formerly Wallwisher)

Blackboard

Blackboard Collaborate

Community of Inquiry



SOCIAL PRESENCE

Social Presence

Learners = “real” people

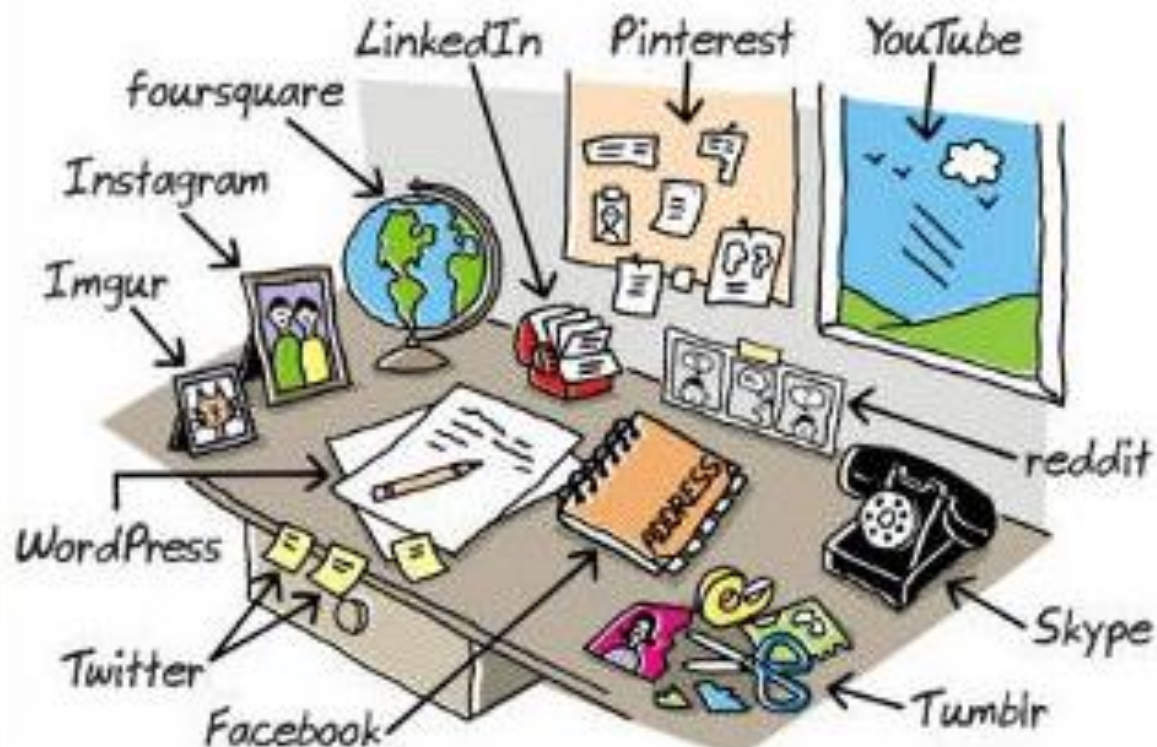
Function = support cognitive & emotional learning objectives

(1) Effective Communication

(2) Open Communication

(3) Group Cohesion

vintage social networking



<http://wronghands1.wordpress.com>

© John Atkinson, Wrong Hands

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?

We ❤️ vt!!!

"A VoiceThread is an **online media album** that allows a group of people to **make comments** on images, videos, and documents, really simply."

conversations in the cloud

Great for creating **social presence.**


VoiceThread Introductions

menu Welcome to Class, Spring 2015 (1/2) ☆ [Fullscreen] [Close]

The central image shows five people standing on a beach at sunset. From left to right: a woman in a blue tank top and khaki shorts, a woman in an orange polo shirt and khaki shorts, a woman in a black dress, a man in a black polo shirt and shorts, and a man in a yellow Brazil soccer jersey with the number 10 and black shorts.

The interface features a vertical gallery of thumbnails on both sides of the main image, a 'comment' button with a speech bubble icon, and a 'more' button with a play icon. A navigation bar at the bottom includes a back arrow, a profile picture, and a forward arrow.


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 steen many photos of Ireland and it is very beautiful!


▲ Hide 1 reply



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.

▲ Hide 1 reply



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

[REDACTED] 10:45 AM
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 10:45 AM
What's your middle name?

[REDACTED] 10:45 AM
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.

[REDACTED] 10:45 AM
Caitlin

Examples – Social Presence

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

Student Groups

- Student Council
- Yearbook
- Book Club
- TAG Team



STUDENT COUNCIL & THE LOCKER

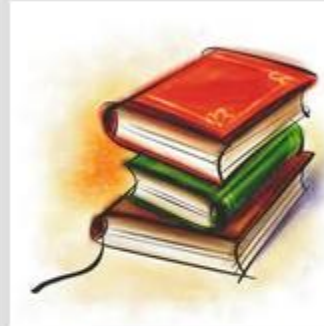
- STUDENT COUNCIL IS WHERE YOUR VOICE IS HEARD! YOU HAVE INPUT AT OUR SCHOOL. WE WANT TO HEAR WHAT YOU HAVE TO SAY.
 - SOMETHING WE WILL BE WORKING ON:
FOOD DRIVE, MARCH OF DIMES, TALENT SHOW, & MANY MORE!
 - EVERY WEDNESDAY AT 1:00 IN THE ASC ROOM.
 - QUESTIONS? EMAIL MS. PETEK!
- THE LOCKER IS WHERE YOU GET TO HANGOUT WITH YOUR PEERS!
 - THERE IS ALWAYS GAMES AND JUST LOADS OF FUN.
 - EVERY THURSDAY AT 12 NOON IN THE ASC ROOM.
 - QUESTIONS? EMAIL SAMARA OR WHITNEY!

SAMARA: samara@mnobooks.org
WHITNEY: whitney@mnobooks.org

Stu Go!



We're in the know!



Welcome to "All Booked Up!" the MNOHS book club

Informal Discussion/Chat

- The Locker
- Let's Talk

STUDENT COUNCIL & THE LOCKER

- **STUDENT COUNCIL IS WHERE YOUR VOICE IS HEARD! YOU HAVE INPUT AT OUR SCHOOL. WE WANT TO HEAR WHAT YOU HAVE TO SAY.**
- **SOMETHING WE WILL BE WORKING ON:**
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THE LOCKER IS WHERE YOU GET TO HANGOUT WITH YOUR PEERS!

- **THERE IS ALWAYS GAMES AND JUST LOADS OF FUN.**
- **EVERY THURSDAY AT 12 NOON IN THE ASC ROOM.**
- **QUESTIONS? EMAIL SAMARA OR WHITNEY!**

SAMARA: [REDACTED]
WHITNEY: [REDACTED]

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. question about an assignment OR it might just be a question about psychology or life. This journal can only be used by you and me.



is on YOU!

Examples – Social Presence

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

Synchronous Webinar Meetings

Blackboard Collaborate – MS. MARTIN'S AND MS ANDERSON'S ROOM

File Edit View Tools Window Help

AUDIO & VIDEO



Talk Video

Load Content Record

Page 1 - MsMartinMsAndersonR... 2/2 Follow

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

Room Moderators

Ms. Martin Moderator

MAIN ROOM (1)

Ms. Martin Moderator (You)

CHAT - Supervised

- You joined the Main Room. (1:21 PM) -
- Your chat permission is off; however, you may send chat messages to moderators. (1:21 PM) -
- Your chat permission has been enabled. (1:21 PM) -

Your Ideas

COGNITIVE PRESENCE



"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.

We ❤️ vt!!!

"A VoiceThread is an **online media album** that allows a group of people to **make comments** on images, videos, and documents, really simply."

conversations in the cloud

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? 

Economics of War:

What Happens when there is a war?

	Political Connections	Trade/Economic Relations	Citizens	Resource Availability
Your country goes to war...	<p>Countries might turn against us</p> <p>Other countries may believe we are causing <u>unnecessary</u> conflict.</p> <p>We might lose some Allies as well</p>	<p>we cannot go to international trades or have art exhibitions, cultural isolation as well</p> <p>increased trade of weapons to support war</p> <p>Possible embargos by countries we are fighting against</p>	<p>isolated as a country - we are not allowed to other countries, need visa, we have no trade, and also young people leave the country</p> <p>Citizens that don't agree & not happy</p> <p>fatalities - soldiers</p>	<p>Food Rationing</p> <p>Embargos may cause a lack of resources.</p>
Your country does not go to war...	<p>Yolsa might continue what their doing</p> <p>we might appear to be weak</p> <p>Other countries may not want to come to our aid when we need them to.</p> <p>Countries could turn against us here too. The countries that we would be fighting with.</p>	<p>possible embargos from the countries who WANT us to go to war (maybe allies?)</p>	<p>Citizens that don't agree & not happy</p> <p>There may be some fatalities if the other county uses there weapons</p>	<p>Use up resources for war</p>
Other options?				

Examples – Cognitive Presence

- Establishing high expectations
- Teacher encourages analysis of ideas
- Sustained academic discussions:
 - Synchronous or Asynchronous
- Collaborative assignments
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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

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"Worse Than War" Thought Wall

As you watch (and after you watch) "Worse Than War" - write any thoughts, questions, answers, ideas that come to mind. Please sign your first name and last initial. You must post at least three times.

Callie R.

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

Victoria [REDACTED]

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

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

Mrs. Martin

The guy they interviewed - from G... the crimes he committed almost 4... so long to prosecute them.

at the killers don't even they kill. They even feel o it anyway.

Victoria [REDACTED]

I was surprised that the government acted like it was not happening!

Mrs. Martin

AND governments are still hesitant to get involved.

Mrs. Martin

UPDATE - General Rios M... He will be sentenced to

to children and woman were unbelievable just the shear m killing a child brings so much sadness to me. Also how ave the respect for those who had died and they just start em like that public park and the graves were filled with t not a proper memorial.

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.

Victoria [REDACTED]

I thought it was very l... to visit where he grew

ard anyone say "as politics we are constantly looking for all types of genocide whether or not it's killing" was curious to see er 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.

Sarah F

I also am very happy that some survived, and not everyone die... but it is sad that many people did die.

We ❤️ vt!!!

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Feedback via VoiceThread



Examples – Teaching Presence

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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!](#)

powered by voicethread.com

Fourth Week of Summer Session 2014!

Week 4

July 10 - 16



- **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



JULY						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
28	27	28	29	30	31	

Examples – Teaching Presence

- Design
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Wow! That was
a great lecture!

I'm so confused.



GREAT MOMENTS IN TEACHING

2008 ©

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 [REDACTED]

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 [REDACTED]

Can a Jew be from Israel?

2 months ago

@Tanner

Yes, in fact, Israel is considered the Homeland of Jews.

2 months ago

Aiden [REDACTED]

Can an Arab be from Israel and can a Palestinian be a Jew?

Direct Instruction via Feedback

<p>gs d: Weeks 9-16 not calculated</p>	<p>The inner ring (with dairy) would also include perishable plants like tomatoes, strawberries, lettuce and eggs. The apple trees would be one more ring out from where you have them.</p>	<p>Jun 29, 2015 8:54 AM GRADED</p>	<p>7.00 /12</p>
<p>lution d: Weeks 9-16 not calculated</p>	<p>Another disadvantage of agriculture was that you depended on the weather for survival</p>	<p>Jun 29, 2015 8:52 AM GRADED</p>	<p>19.00 /20</p>
<p>#4 - SE Asia</p>		<p>Jun 27, 2015 8:21 PM GRADED</p>	<p>15.00 /15</p>
<p>#1 - Africa</p>		<p>Jun 24, 2015 2:50 PM GRADED</p>	<p>15.00 /15</p>
<p>Data d: Weeks 1-8 in grade calculation</p>	<p>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</p>	<p>Jun 24, 2015 2:49 PM GRADED</p>	<p>42.00 /50</p>
<p>oes d: Weeks 1-8 in grade calculation</p>	<p>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.</p>	<p>Jun 20, 2015 5:13 PM GRADED</p>	<p>10.00 /12</p>
<p>gitude</p>	<p>These are correct</p>	<p>Jun 20, 2015 5:10 PM</p>	<p>10.00 /10</p>



Feedback via Journals

Breakfast Food Journal

assigned to an individual member is applied only to that individual. [More Help](#)

[Journal Instructions](#)

about your Breakfast food reserach project during Part 2. You will submit a series of
y comments will be posted under your journal posts.

Friday, July 10, 2015

Journal 3

ted by  at Friday, July 10, 2015 9:10:23 PM CDT


is project are ... **When is the due date for this project? Since I'm taking both parts of
it finished by the end of 1 semiester or finished by the time summer school**

An example of how many pigs actually live in China would be its twice the U.S population and half the size of Chinas.

With such a large amount of pigs in the country it made them the lead produced of bacon.

Comments: 1

Comment

 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.

Journal Details

7/10/15 8:58 PM Grade

FEEDBACK - SHOWN TO LEARNER

7/13 -check your journal for my comments on
each assignment |

Q1: 15/15

Q2: 15/15

ABC A

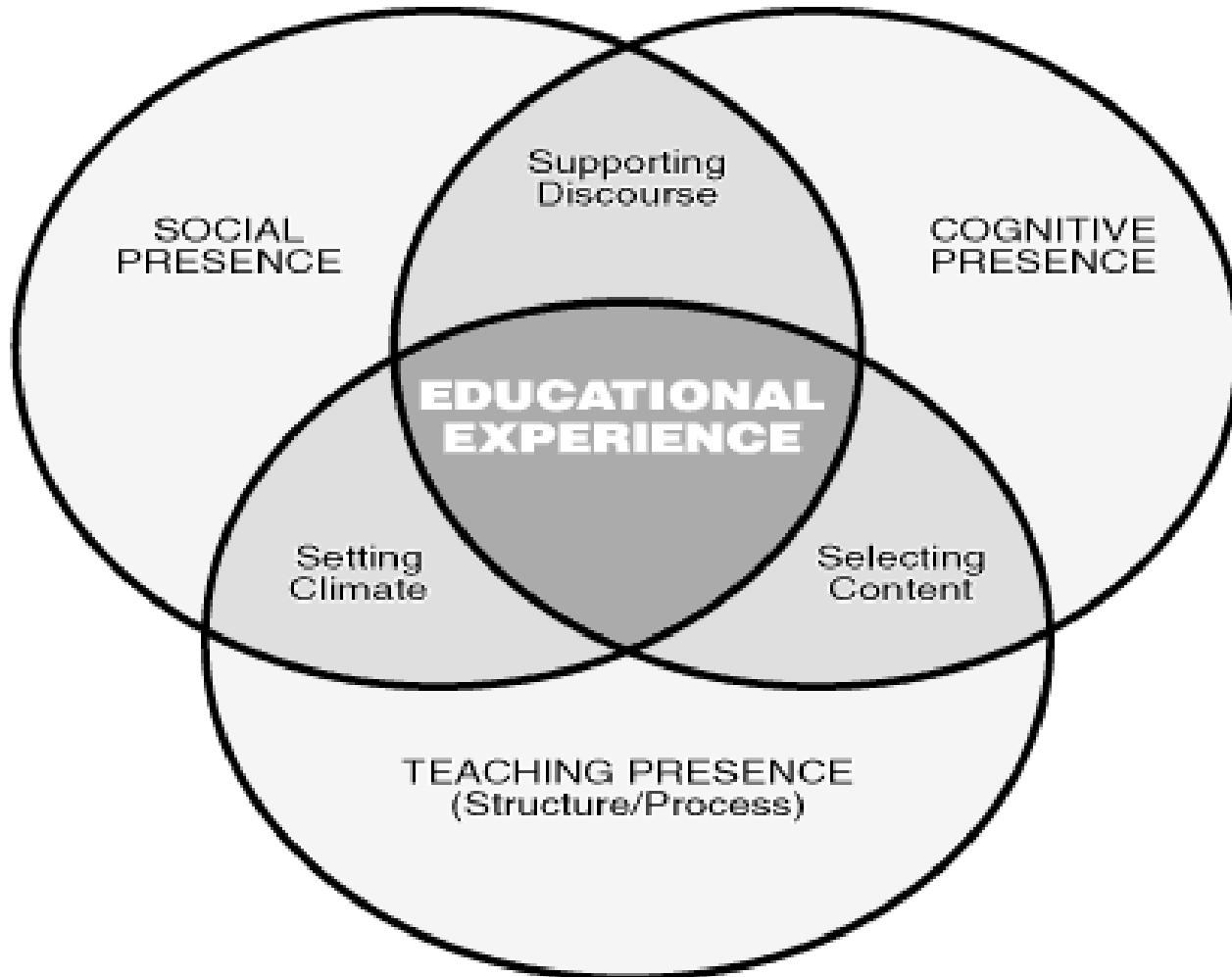
Character count

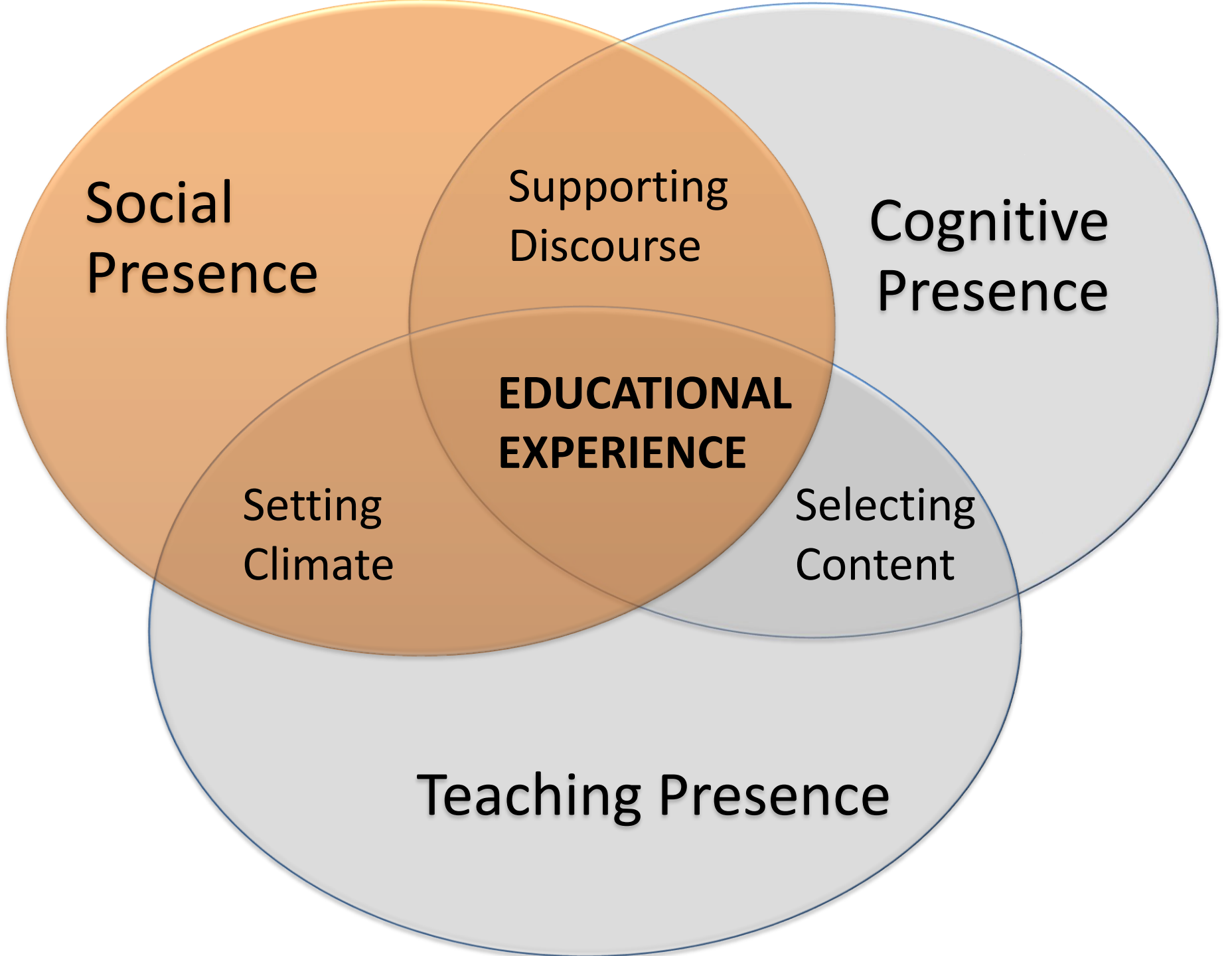
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Your Ideas – Teaching Presence

Community of Inquiry





**Social
Presence**

**Supporting
Discourse**

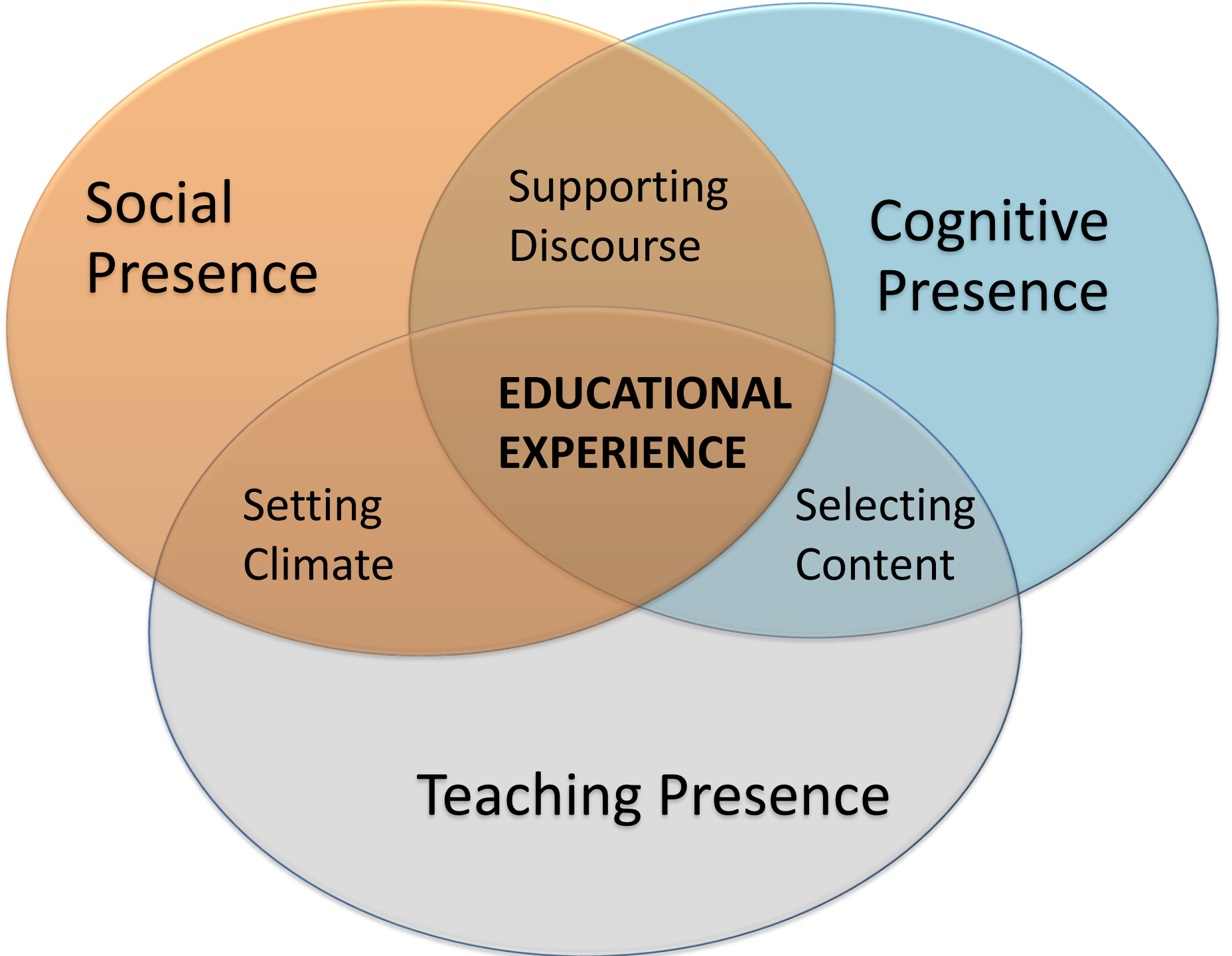
**Cognitive
Presence**

**EDUCATIONAL
EXPERIENCE**

**Setting
Climate**

**Selecting
Content**

Teaching Presence



Social
Presence

Supporting
Discourse

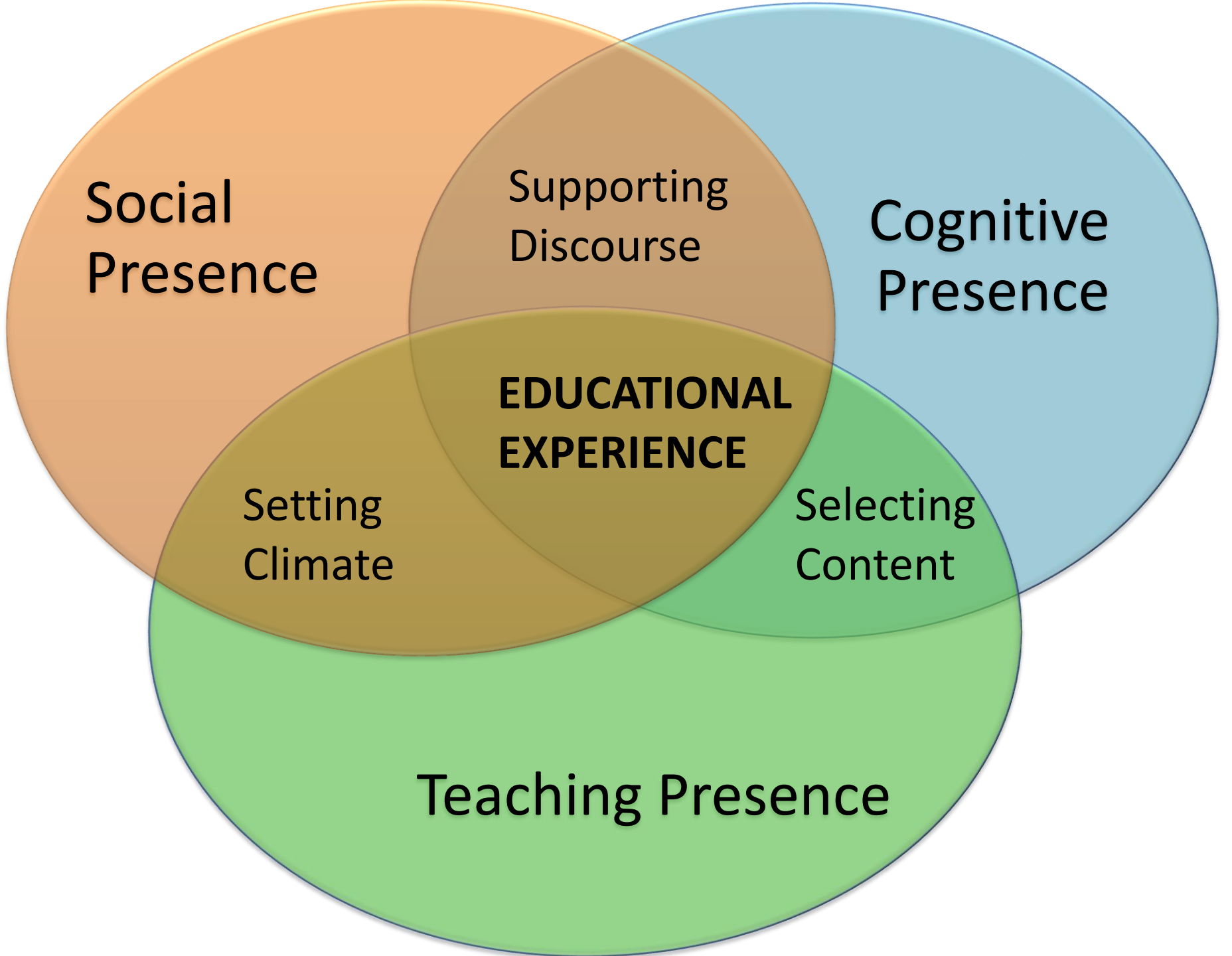
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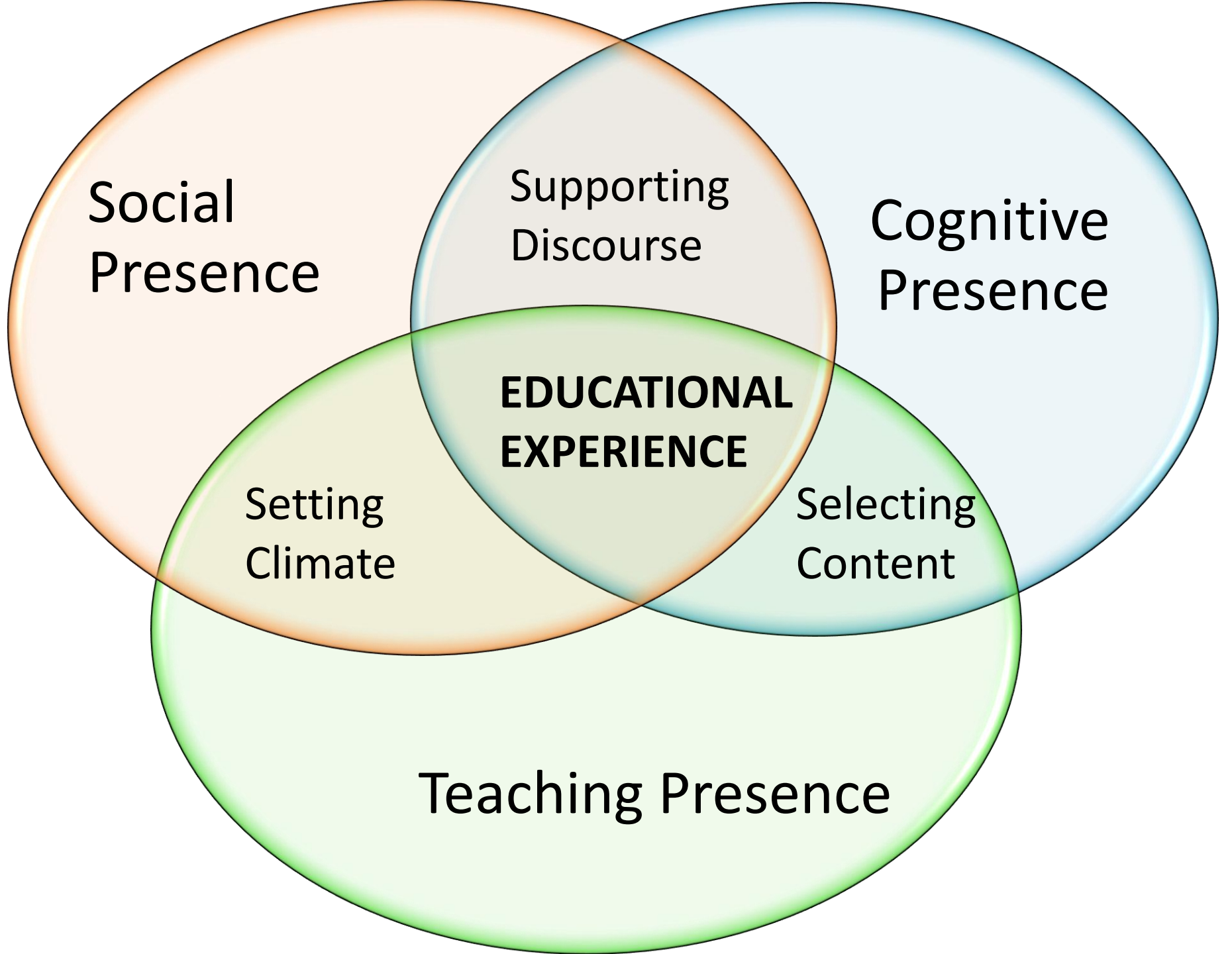
Cognitive
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Presence in the Online Classroom

<http://tinyurl.com/PresenceTrifecta>

Anastasia Martin

Social Studies Teacher

Minnesota Online High School

a.martin@mail.mnohs.org

800-764-8166 ext 118

@MrsMartinMNOHS 