



BI-WEEKLY UPDATE

Hats Off

The LAR / Ed Tech team would like to celebrate Christina Grant for her innovative approach to project based learning in her *Intercultural Communications in a Global Community* course. We are excited to be hosting a showcase of her students' multi-media projects in **B120 on Thursday, April 7 from 11:30 – 12:30**. Please join us!

Points of Note:

COOL TOOL ALERT!

Kaltura Screencapture is now available in your Moodle Assignments so that you can provide specific feedback to learners through video directly shared in the comments section. This form of feedback has many advantages as it can manage cognitive load and provide greater specificity in context while conveying a supportive tone to learners (Fang & Wickersham-Fish, 2020). Contact LAR / Ed Tech if you would like to learn more about the benefits and applications of this resource.

Fang, B & Wickersham-Fish, L. (2020). Breaking the last bottleneck for online teaching: Using screencasting for personalized feedback. *The Quarterly Review of Distance Education* 21(4). 19-35.

UPDATE Open House December 17th

Thank you to all that were able to join us for our open house in B120-130 on December 17th. It was a great success. Please feel free to stop by and see us this semester or make an appointment for a one-on-one tour and consultation.

Kaltura Virtual Classroom

Kaltura Virtual Classroom is an easy-to-use online teaching platform that is now available inside Moodle. If you haven't already taken part in a Kaltura workshop, there will be workshops scheduled for Winter term:

- Thursday, January 6th at 1:00
- Friday, January 7th at 10:00
- Monday, January 10th at 3:00

You don't need to sign up!



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Access is through a Moodle Shell called Getting to Know Kaltura - Winter 2022

<https://mymoodle.okanagan.bc.ca/course/view.php?id=144356>

Click on Media Gallery

Click on Join Meeting.

If you would like to watch a short video introduction produced by Kaltura, here is the link.

https://learning.kaltura.com/media/1_fx885jbi

IMPORTANT: Blackboard Collaborate recordings stored on their site will need to be downloaded to your computer before **March 31st**. These can then be uploaded to your Kaltura MyMedia area of Moodle. EdTech can help you with this – edtech@okanagan.bc.ca

Learning and Applied Research – Books

Want to have a good read about learning, teaching, and student success? Come see us in B120 or [email](#) us to borrow one of our books. We have several to choose from and we are building our library. Listed below are just some samples:

- Promoting Equity and Justice Through Pedagogical Partnership
- The Inconvenient Indian: A Curious Account of Native People in North America
- The Power of Making Thinking Visible, Ron Ritchhart and Mark Church

VCC Teaching, Learning, and Research Symposium

Vancouver Community College has put out an invitation and call for proposals for their [VCC Teaching, Learning, and Research Symposium](#) themed: *Untangling and Weaving Our History, Knowledge, and Ways of Being: Co-Creating and Making Space for Indigenization and Decolonization in Teaching, Learning, and Research*.

Proposals can be submitted via the website (<https://ctlr.vcc.ca/teaching--learning/teaching-learning-and-research-symposium/>) and/or participating. The event will be FREE, online (with possible F2F options) over 2 days – March 10 and 11, 2022.

Workshops

Our next series of workshops for 2022 will be released shortly. Be sure to look for our follow up series on Kaltura video and Kaltura quizzes! Visit us at [Learning and Applied Research](#).



Subscribe?

Interested in subscribing to our Bi-weekly? Please let us know if you would be interested in a subscription for updates from Learning and Applied Research and Education Technology. Fill in your comments [here](#).

Interesting Podcasts

Please check out our new podcast section of the Bi-weekly. The podcast is called “Our Teaching Practice” and explores the experiences of Okanagan College instructors and faculty associated with their day-to-day teaching practice.

<https://anchor.fm/oc-lar-ed-tech>

Bringing teacher presence online - presence made visible through design and action Carl Doige, PhD

“...it is not surprising to find a high-quality instructor behind every quality online course”

In the last biweekly, I promoted the view that good teaching cannot be reduced to a set of specific techniques; I advocated that one must consider “who” is doing the teaching and that, therefore, the cultivation of teacher presence is an important component to the motivation and success of students. I offered that one who is teaching with presence is one with an “alert mind, ready to ‘seize wholly’, in concert with a compassionate heart that stretches toward, ready to serve.” To cultivate presence in the classroom a teacher must have a strong connection to herself, to her students, and to the subject and pedagogy. From the students’ perspective, a teacher with presence is one who is caring, authentic, accessible, passionate, and enthusiastic.

This view of teacher presence, however, conjures an image of a physical space (i.e., classroom) shared by students and teacher where the teacher’s immediacy can be directly felt and witnessed by students. Can teacher presence be cultivated in an online environment and is it important to do so?

I pose these questions because in the last two decades many more students are now acquiring at least some component of their higher education from online courses. And of course, many of us have experienced some form of online teaching as we navigate the COVID-19 pandemic. Let us turn to the education research literature for some answers to these questions.

One of the most popular models to examine online learning and teaching involves the Community of Inquiry (COI) framework proposed by Garrison and colleagues¹. Given that online learning is a computer mediated interaction where students and teachers are separated by distance and time, this framework is based on the theory that effective online learning requires the building of community of learners grounded in three types of presence: “1. cognitive presence, the ability of learners to construct meaning and build understanding; 2. social presence, the capacity of learners to present themselves as “real people” with individual characteristics; and 3. teaching presence, the design and facilitation of cognitive/social presences to achieve



learning outcomes²." While the framework envisions that any of the participants in the community of inquiry could participate in creating these presences, clearly most of this responsibility lies with the instructor³.

Note that, despite the similarity in wording, the concept of *teaching presence* in this framework is different than the concept of *teacher presence* (as previously described). Although, *teaching presence* encompasses a large range of (important) activities including course design and organization, facilitating discourse and direct instruction, researchers have proposed that it is an *instructor's social presence* that is most closely aligned with the concept of *teacher presence*^{3,4}.

And perhaps it should not be surprising that an instructor's online social presence is at least as important as teacher presence in a traditional face-to-face environment. Online students care that their instructors are "real" people and are "there" to support them^{3,4}. An instructor's online social presence, well executed, can help mitigate some of student's commonly reported complaints about the online environment which include feelings of isolation and disconnection, lack of clarification related to assessments and issues of poor and less-than-timely feedback^{3,4}. Further, numerous studies have now shown a positive link between instructor's social presence and students' satisfaction, perceived and actual (course grades) learning³⁻⁵. It appears, therefore, that teacher/instructor social presence *is* important in an online environment. But how is this presence cultivated?

Several review and research articles offer strategies on how to cultivate online instructor social presence³⁻⁹. Unlike establishing teacher presence in the traditional classroom, many of these approaches are related to course design as made apparent in the learning management system (LMS) or through asynchronous online communication. Further, many of these strategies are related to the promotion of instructor immediacy (the extent to which communication behaviours enhance the sense of being approachable) and to instructor responsiveness in supporting the needs of individual learners. The following brief list of strategies is adapted from several sources including Richardson and Lowenthal³.

Instructor Persona

- Include a detailed biography and a recent picture on the LMS.
- Share your teaching philosophy.
- Prepare a welcome message and/or video.

Course design

- Create clear guidelines of how students can contact you for assistance.
- Intentionally create opportunities for teacher-to-student interaction (e.g., synchronous class meetings, discussion forums).
- Use frequent low stakes formative assessments which allows you to provide meaningful and rich feedback to students.
- Incorporate humour when appropriate (e.g., content-related comic strips).

Online communication

- Communicate regularly with the class in a consistent and public manner through class emails or discussion forums.



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- When appropriate, send individual emails to students (e.g., student has been missing class or appears to be struggling in formative assessments).
- Provide timely and detailed responses to students' questions.
- In providing feedback to formative assessment questions or responding to discussion forums, address students by name and acknowledge or offer gratitude for their contribution. When appropriate, make concrete suggestions for improvement.
- Use appropriate personal story-telling and self-disclosure.
- Make use of emojis and other alternative scripts (caps, italics) to convey non-verbal teacher immediacy.

References

1. Garrison, D. R., Anderson, T., & Archer, W. (1999). Critical inquiry in a text-based environment: Computer conferencing in higher education. *The Internet and Higher Education*, 2(2-3), 87-105.
2. Teaching presence, *Higher Education Services*, White paper, Pearson: <https://www.pearson.com/content/dam/one-dot-com/one-dot-com/us/en/pearson-ed/downloads/Teaching-Presence.pdf> (accessed Jan. 2022).
3. Richardson, J. C., & Lowenthal, P. (2017). Instructor social presence: A neglected component of the community of inquiry. In *The International Scientific Conference eLearning and Software for Education* (Vol. 2, p. 531). " Carol I" National Defence University.
4. Ladyshevsky, R. (2013). Instructor presence in online courses and student satisfaction. *The International Journal for the Scholarship of Teaching and Learning*, 7(1), 1-23.
5. Baker, C. (2010). The impact of instructor immediacy and presence for online student affective learning, cognition, and motivation. *Journal of Educators Online*, 7(1), n1.
6. Orcutt, J. M., & Dringus, L. P. (2017). Beyond being there: Practices that establish presence, engage students and influence intellectual curiosity in a structured online learning environment. *Online Learning*, 21(3), 15-35.
7. Chakraborty, M., & Nafukho, F. M. (2015). Strategies for virtual learning environments: Focusing on teaching presence and teaching Immediacy. *Internet Learning Journal*, 4(1).
8. Al Ghamdi, A., Samarji, A., & Watt, A. (2016). Essential considerations in distance education in KSA: Teacher immediacy in a virtual teaching and learning environment. *International Journal of Information and Education Technology*, 6(1), 17.
9. Jackson, S. H. (2019). Student Questions: A Path to Engagement and Social Presence in the Online Classroom. *Journal of Educators Online*, 16(1), n1.



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Our LAR and Ed Tech team is here to help you with your instructional questions using Moodle and innovative ways to teach online, and we look forward to working with you to show you how to get the most out of the experience. Gee Lam has recently left the team to return to the Coast therefore, reaching us by our LAR/Ed Tech [email](#) is the **very best** way to connect with us. We aim to respond as soon as we are able so that we can support you in finding good solutions to your questions. Please ensure you include the detailed course name and as much information as you can when making an inquiry.