

OLM Element Workshop: Teacher Presence

What is it and where do I get some?



“Awareness of the presence of a passionate, knowledgeable and skilled online teacher improves student confidence supporting independent learning and socialisation of the learning experience”

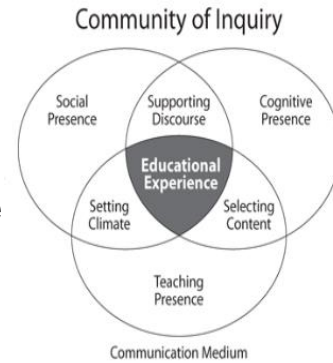
Session Overview

- Background
- Teacher Presence and the OLM - lessons learnt
- Some practical examples



TP Theory Base

Teaching Presence is the **design, facilitation, and direction** of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes* (An important part of the Community of Inquiry model)



Teacher Presence also forms an important part of the structural component of Moore's Theory of Transactional Distance:

Student sense of transactional distance= <learning environment structure>+<teacher presence>+<learner autonomy> Low learner autonomy=need for increased structure, including teacher presence → Important in the CSU student load context

Amongst the research and theory, different conceptualisations of teaching presence repeatedly feature amongst the most important design aspects in learning. As such it was included in the original OLM.



OLM Evaluation Findings: Teacher Presence

What we know:

- Most deployed / adopted element
- Closest correlation to student satisfaction
- Viewed by students as the most important

Most common tactics from OLM to improve TP:

- Improved Landing pages (photos, lecturer videos, dynamic landing pages)
- Better design/utilisation of discussion forums
- Enhanced content within modules and improved module organisation
- Utilisation of technology- lecture recordings, podcasts, video apps, adobe connect...plus many others



Student Perceptions

Students who reported teachers as having higher levels of 'Teacher Presence' in DE / Online Learning scenarios in the OLM perceived these teachers as being:

- Expert- 'they know their stuff', and know how to teach it (online)
- Overt-'Proactively present' and acting as teacher and facilitator-the student is aware of the presence of the teacher in the online space
- Alert-responsive and aware and concerned for the 'person' not just the 'student' ...



TP planning: 1 size \neq all!

Consider the needs of students, the subject content and yourself as teacher before 'picking up' the tools:

- 1 **Character** – perhaps conveying more of 'yourself' and making space for students to do same (social)
- 2 **Constancy** (Poly-synchronous) of presence... 'always on, even when you're not there'
- 3 **Content** – what can you provide to students beyond the 'textbook'
- 4 **Context** (situated) – can you 'go behind the scenes? Be the link to the discipline/profession?
- 5 **Convenient** – for you and the students-can students study when/where/how they need to-designed for?
- 6 **Communications** -your role can vary between tasks-guide, expert, facilitator...
- 7 **Clarity & Consistency** - the content is logically ordered and formats/themes are used consistently



Planning for Teacher Presence - PKS

*Go back to a first principles approach - “Awareness of the presence of a **passionate, knowledgeable and skilled** online teacher improves student **confidence** supporting independent learning and socialisation of the learning experience”*

- Planning and implementing enhanced Teacher Presence is not just about ‘more adobe connect meetings...’ but rather involves a consideration of, and planning for, ‘teaching presence(s)’ across the student experience (design, facilitation, direction)
- Good teacher presence = to enhance student capability and confidence for further independent learning and/or interaction with content and peers-good teacher presence is a scaffold, not spoon feeding!
- Choosing teacher presence type ‘tools’ to use in isolation without thinking about what your students will get out of it normally results few gains for students (or teacher)
- Deploying a smaller range of tools well is far better than many tools poorly...think does this achieve Passionate/Knowledgeable/Skilled



Exemplars: Who's doing what?

AHT101 – Peter Mills

- Embedded H5P Timeline tool on subject home page
- Personal video introduction on 1st entry (YouTube)
- Detailed breakdown of the learning activities for that week
- Can be used for forward planning
- One stop shop concept (prepopulated at the start of session)
- Used in tandem with the Announcement Tool (once / week)



Exemplars: Who's doing what?

EEP417 – Rachael Hutchesson | Frances Press

- [YouTube Clip](#) re. building online presence
- Padlet walls for introductions. Putting faces - places - names
- Personalising the learning experience
- Potential for the tool to be used for communicative / collaborative tasks



Exemplars: Who's doing what?

MGT569 - Pete Jeans

[Satellite Resource - Thinkspace Site](#) used to provide a stream of related content to prescribed course learning materials.

Online Meeting (Adobe Connect)

- Video based (all participants)
- Discussion / problem - based
- Turn taking, individual responses expected, allocated
- No lectures in this medium



Exemplars: Who's doing what?

PHL101 – Graeme McLean

Discussion Boards

- Transparent expectations
- What students can expect &
- What is expected of students

DESCRIPTION

TOTAL POSTS UNREA

The main subject forum is for ***specific academic questions related to the PHL101 subject material only***. These questions will be answered by Graeme.

Examples of such questions might include:

Properties of various discussions

"I didn't understand what you meant when you talked about validity, half way through the lecture recording".

"I don't understand what Hursthouse means when she talks about the 'viability' objection, in Reading 1"

256

232

Please note: 'Chatting' or socialising is *not permitted* on the PHL101 Interact forums as this wastes the precious study time of other students. In this, the 'Main Subject Forum', all discussion must be related to the subject material. You are encouraged to get to know each other socially, but the PHL101 Interact forum is not the place for it. Try <http://www.csu.edu.au/stay-in-touch> as an alternative.

Click on the 'Main Subject Forum' link to the left of this description to get into the Main Subject Forum. Welcome!



Exemplars: Who's doing what?

MID524 – Cathy Maginnis

Discussion Boards

- Clear protocols re. appropriate use
- Clear labelling of forums and intended purpose



Exemplars: Who's doing what?

PSC102-Botany Geoff Burrows & John Harper

Great teacher presence

- Engaging, clear and welcoming tone of communication
- Supporting resources such as youtube videos which enable students to further understanding
- Welcoming home page + engaging weekly updates to guide students



Exemplars: Who's doing what?

LAW312 – Kim Browne

- Weekly digest video on landing page
- Shopping list
- Embedded subject timeline tool
- Narrated Lecture Slides to accompany module materials (Panopto)



Exemplars: Who's doing what?

LAW114 – Kim Bailey

Landing Page Elements:

- Weekly Digest video (Panopto)
- Weekly Shopping list
- Subject Timeline tool (H5P)

Subject Welcome Page:

- Convenor Detail
- Subject Texts
- Academic Bio
- Subject Context (within the whole degree)
- Description of the intended blended mode of delivery to be used over the session
- Recorded Subject Orientation (Panopto) - navigation



Exemplars: Who's doing what?

LAW114 – Kim Bailey

- High level of explicit structure in the layout of learning materials
- Introductory video provided at the beginning of each learning module
- Key Concepts identified (as well as their reference in the subject text)
- Prescribed and additional readings
- Connected legislation
- Review + application questions & connection to the discussion board conversations
- Concept lectures (narrated PPT with headshot) also provided for critical items



Exemplars: Who's doing what?

LAW114 – Kim Bailey

Online Meeting Room (Adobe Connect)

- Weekly live sessions are used to collaboratively apply the models / content learnt during the week
- Problem solving – specifically using the same models as required in the bigger assessment items
- Targeted sessions provided to prepare for main assessment items
- No lectures in this environment & focus on student engagement + activity



Closing Remarks

be seen - be heard - be consistent

Key thoughts for today's session:

- *Good teacher presence can make the student experience so much richer and OLM evidence suggests this*
- *Online Learning needs more, not less, planning for Teacher Presence because we lose many of the F2F cues we take for granted-body language, visual cues etc-there are a range of strategies we can implement to help make online learning more 'human friendly.'*
- *Academics = Teacher Presence - but fortunately it is much more than simply saying much more...there's many 'teaching presences' available and not all of them need be massively complex - some tweaks can = big wins*

