

Welcome and thank you for attending the 2019 Online Teaching Conference!

Please help us improve your conference experience by...

- **Rating and reviewing our sessions and speakers within our OTC Mobile Event App after each session you attend.**

AND

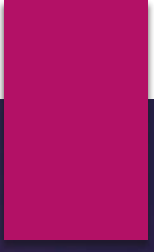
- **Taking our online surveys at the conclusion of the conference.**

Survey links are available at:

onlineteachingconference.org/evaluations



JUNE 17-19, 2019 • ANAHEIM



“Anyone there?”: Fostering a classroom community through professor presence.

BY: CORA FERNANDEZ

FLORIDA INTERNATIONAL UNIVERSITY ONLINE

Agenda

- ▶ Poll Everywhere: Discuss what Professor Presence means to you
- ▶ Describe Professor Presence in an online setting
- ▶ Discuss the impact Professor- Student communication has in an online course
- ▶ Share different forms of tools and communication with students in an online course
- ▶ Conclusion: Kahoot!

What does Professor Presence mean to you?

- ▶ Poll Everywhere:
 - ▶ [PollEv.com/corafernande310](https://pollev.com/corafernande310)
 - ▶ Text CORAFERNANDE310 to 37607 once to join

Professor Presence in Online Course

- ▶ By default, professors no longer teach and interact with students in person when teaching online
- ▶ Live lessons are replaced by alternate means of teaching
- ▶ Forms of communication are changed in order to reach students from all parts of the world.

Professor Presence in Online Course Continued

- ▶ Professors should be prepared to spend more time online as compared to teaching a traditional face-classroom course.
- ▶ Expectations for conversational tone and participation are set by the professor, and absent professors may lead to absent students in the online classroom.

The impact of Communication

- ▶ Communicating/Interacting with students strengthens engagement and understanding.
- ▶ It motivates student to interact with the professor and others at a deeper level

The impact of Communication from the Start

- ▶ An online survey was conducted from a sample of 262 undergraduate students with online class experiences.
- ▶ The findings suggest :
 - ▶ students' perception toward teacher self-disclosure increased students' feeling of social presence about their teacher.
 - ▶ Social presence in turn led to teacher-student relationship satisfaction, which ultimately increased perceived knowledge gain.

The Impact of Community

- ▶ Students have shown:
 - ▶ belonging to a community was important to them.
 - ▶ Shay: “I really wanted to feel a connection. I really wanted to feel like I was part of the school even though I was taking the classes online. I really, really wanted to feel like I was a [university] student and not just somebody sitting in her home somewhere.”

Our FIU Online Community

**WE KNOW
ONLINE**

The Different Forms of Communicating with Students

WRITTEN
AUDIO
VISUAL

Written

- ▶ Emails
- ▶ Assignment feedback
- ▶ Discussion board Interaction

Sharing Experiences

► Professor Caryl Rahn:

“Students have told me that I am one of the few faculty members who posts in the discussions and that they really appreciate it. I do make a point of replying to every single student's introduction. What I find there is that the students who did not post introductions quickly do so after they see my replying to others. I actually thought they did not care, but now I know that I am connecting with some of them through the discussions. I cannot post to every discussion, but I try to get a few done in each course.”

Audio

- ▶ Phone Conversation
- ▶ Audio recording (Canvas feature)

Video

- ▶ Welcome Videos
- ▶ Video Lectures
- ▶ Canvas Studio*
- ▶ Zoom Meetings*
- ▶ Screencastify

Canvas Studio

Lecture 3 - Introduction to Construction Industry (Project Delivery Methods)

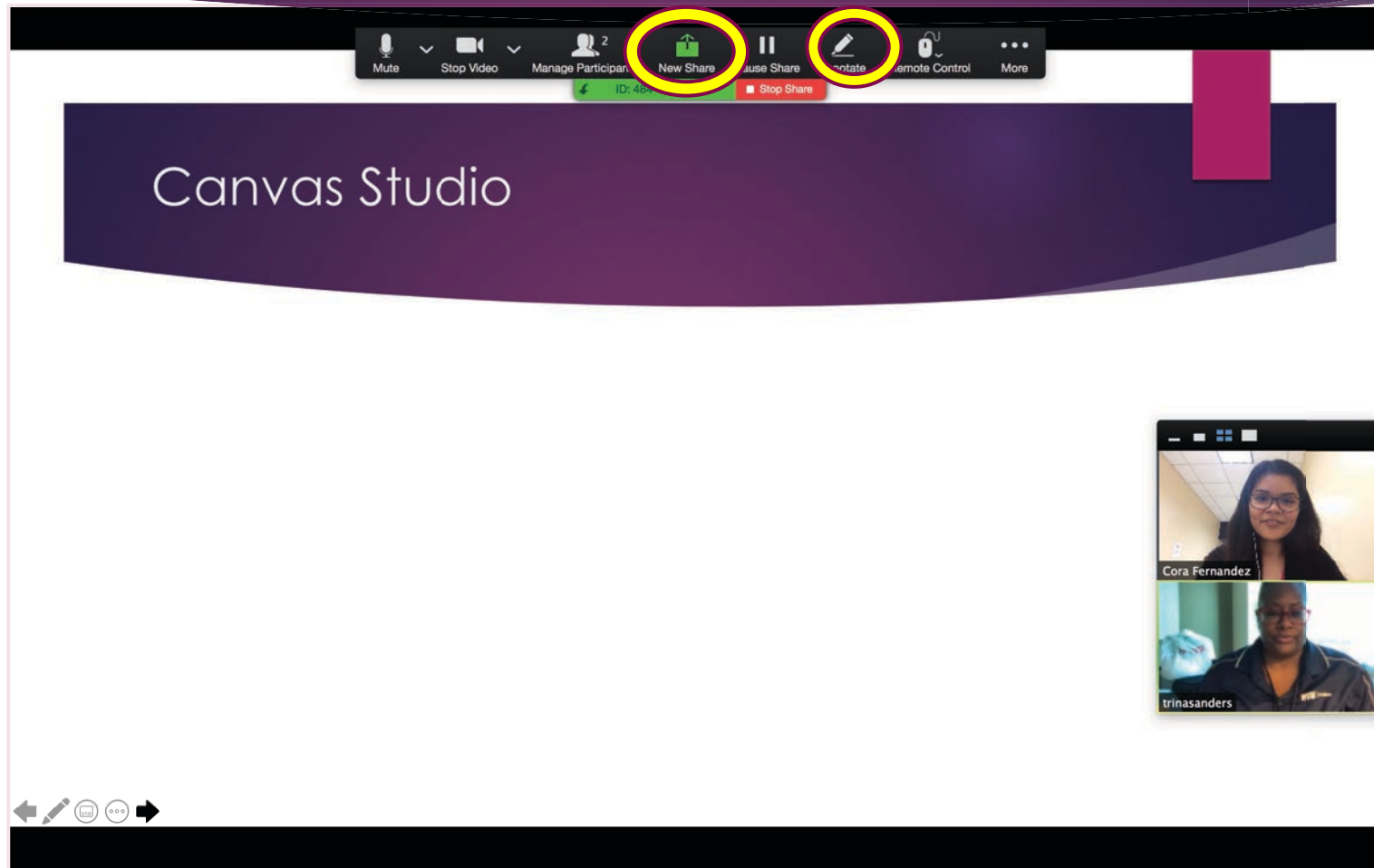
The screenshot displays a video player interface for a lecture titled "Lecture 3 - Introduction to Construction Industry (Project Delivery Methods)". The video content shows a slide titled "PROJECT TEAM MEMBERS" with the following text:

- Project Team typically include:
 - **The Owner**
 - The initiator and ultimate risk-bearer of the project
 - Oversees and controls the entire process
 - **The Designer / Consultants**
 - Translates the Owner's requirements into documents
 - **The Contractor**
 - Responsible for means, methods, and work sequence
 - **The Sub/trade Contractors**
 - Provide specialized work and share risk with GC
 - **The Suppliers and Vendors**
 - Provide materials, systems, and equipment

The video player controls show a progress bar at 05:34, a duration of 31:51, and playback speed at 1x. Below the video, there is a comment section with the following comments:

- Daniel Salinas** said 3 months ago 7:51
Would not each phase has it's own scope of work. Which would be defined by the signed contract agreement.
- Miguel Brizuela** said 3 months ago
Yes but not necessarily. You could have a design-build project delivery method that consolidates different phases into a single phase.
- Vamsi Sai Kalasapudi** edited 3 months ago
Hello Daniel,

Zoom



- Share screens
- Create annotations
- Live communication

Screencastify

- Useful for students and professors

The screenshot displays a Blackboard LMS interface. On the left is a dark blue sidebar with the FIU logo and navigation links: Account, Dashboard, Courses, Calendar, Inbox, and Help. The main content area is titled 'First Year Experience - Assignments - Common Reading Reflective Essay'. It features a 'Submit Assignment' button and details for the assignment: Due Jul 5, 2018 by 11:59pm, Points 5. The submission options are listed as 'Submitting: a text entry box, a website url, a media recording, or a file upload'. The 'Essay Prompt' section describes the assignment as a 2-3 page reflective essay on a theme from John's story, with a deadline of Friday, February 23, 2019. A 'Tips to help you write your essay' section provides bullet points for reviewing the book, identifying themes, brainstorming, and being honest. The bottom status bar shows 'a Student View' and a 'Reset Student View' button.

FIU

First Year Experience - Assignments - Common Reading Reflective Essay

powered by ScreenCastify

Common Reading Reflective Essay

Submit Assignment

Due Jul 5, 2018 by 11:59pm Points 5

Submitting: a text entry box, a website url, a media recording, or a file upload

Essay Prompt: A Slave of Hope can be read as many kinds of stories. For example, an immigrant story, a story of an outsider, a story about the juvenile justice system, a story about poverty in urban communities, a story about drugs and addiction, a story about overcoming the odds to be successful, a story about the importance of education, a story about relationships and family. Using your critical thinking skills, select a theme from John's story that you can relate to, and write a 2-3 page reflective essay. Be sure to include examples from John's life and your life, and how you can relate the two.

Remember you can also submit your essay to the [Common Reading Essay Contest](#) for the opportunity to win one of three cash prizes. The Common Reading Essay Contest's deadline is Friday, February 23, 2019.

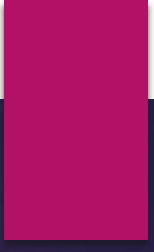
Tips to help you write your essay:

- Review the book and your discussion notes
- Identify the main themes
- Brainstorm pieces or events that stand out in your mind. Consider why these sections are particularly memorable or significant to you. You might find it helpful to use the [Brainstorming and Connecting Chart](#) to keep track of your ideas and connections. A chart similar to this is a useful tool whenever you need to write a reflective essay/paper. Note that reflective writing is an exploration and an explanation of events - not just a description or summary of them.
- Above all - be honest. Seek to find your true and deepest feelings about what you are trying to express. Genuine reflective writing often involves "revealing" anxieties, errors and/or weaknesses, as well as strengths and successes.

a Student View

Reset Student View

Professor
Presence can
be facilitated
using interactive
tools



One out of five students searched information about their teacher implies that students have a desire to want to know about their teacher.

Song, H., Kim, J., & Park, N. npark@yonsei. ac. k. (2019). I Know My Professor: Teacher Self-Disclosure in Online Education and a Mediating Role of Social Presence. *International Journal of Human-Computer Interaction*, 35(6), 448–455. <https://doi.org/10.1080/10447318.2018.1455126>

Conclusion: Let's play Kahoot!

- ▶ Join this Survey!
- ▶ Go to kahoot.it
- ▶ Enter Code





Thank you for joining!

Resources

- ▶ Berry, G. R. (2018). LEARNING FROM THE LEARNERS: Student perception of the online classroom. *Quarterly Review of Distance Education*, 19(3), 39-56. Retrieved from <http://ezproxy.fiu.edu/login?url=https://search.proquest.com/docview/2186028913?accountid=10901>
- ▶ Bickle, M. C., & Rucker, R. (2018). Student-To-Student Interaction: Humanizing the Online Classroom Using Technology and Group Assignments. *Quarterly Review of Distance Education*, 19(1), 1-11. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1190065&site=eds-live>
- ▶ Boling, E. C., Hough, M., Krinsky, H., Saleem, H., & Stevens, M. (2012). Cutting the distance in distance education: Perspectives on what promotes positive, online experiences. *Internet and Higher Education*, 15, 118-126. doi:10.1016/j.iheduc.2011.11.006.
- ▶ Song, H., Kim, J., & Park, N. npark@yonsei.ac.kr. (2019). I Know My Professor: Teacher Self-Disclosure in Online Education and a Mediating Role of Social Presence. *International Journal of Human-Computer Interaction*, 35(6), 448-455. <https://doi.org/10.1080/10447318.2018.1455126>
- ▶ Underdown, K., & Martin, J. (2016). Engaging the Online Student: Instructor-Created Video Content for the Online Classroom. *Journal of Instructional Research*, 5, 8-12. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1127627&site=eds-live>



Questions

Have a nice day!

Links for Interaction Activity

- ▶ [Poll Everywhere](#)

- ▶ [Kahoot](#)