

# TOOLS FOR COMMUNICATION & SOCIAL PRESENCE

**GUEST SPEAKER: DR. CATHY BAUMAN**

UNIVERSITY  
of GUELPH

OPENED

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OPEN LEARNING AND  
EDUCATIONAL SUPPORT

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# AGENDA

- Introduction
- Remote Learning & Communication
- Options for Communication
- Tool Tour
- Resources
- Q&A

# REMOTE LEARNING & COMMUNICATION

- Remote learning is often considered to be isolating for students due to the perceived lack of connection with instructors and other students
- By establishing regular opportunities for interaction, the transactional distance between instructor and student is decreased.
- Communication goes beyond engagement and helps provide students with clear expectations.

# HOW CAN I COMMUNICATE WITH MY STUDENTS?

- Send weekly announcements to highlight important tasks for the week, make connections to the real world, etc.
  - Announcements
- Build social presence by recording a short video instead of text
  - Announcements, Discussions
- Have a “Q&A” or “Ask the Instructional Team” forum
  - Discussions
- Send targeted emails to check-in with students
  - Intelligent Agents
- Provide students with timely feedback on assessments
  - Dropbox, Video Assignments, Quizzes, Rubrics

# WHAT ABOUT COMMUNICATION BETWEEN STUDENTS?

- Consider a “coffee shop” forum to allow students a space to communicate about issues outside of the class
  - Discussions
- Consider opportunities for group work (i.e., group assignments, think-pair-share in a synchronous lecture, etc.)
  - Video Assignments, Web Conferencing
- Study Groups
  - Discussions, Teams, Video Assignments, Groups

# TOOL TOUR OVERVIEW

## Communication & Social Presence

- Intelligent Agents
- Release Conditions
- Announcements
- Video Notes
- Discussions
- Classlist
- Class Progress

# SOME DATA FROM LENA'S REMOTE COURSES...

## Background:

- Online and remote learning initiatives are popular and help meet a variety of goals
- But what's the evidence that online tools and teaching strategies supported by such tools are effective for positive learning outcomes?
- **PART 1:** compared face-to-face learning to online learning
- **PART 2:** compared 2 online groups... (4-year longitudinal study)

# OBJECTIVES OF MY RESEARCH

**To evaluate the impact of various online tools and teaching strategies on**

- student learning outcomes,
- student **engagement**,
- satisfaction of learning experience,
- workload and overload,
- reports of cheating,
- **social presence** (and how well students felt they got to know the instructor),
- **isolation**,
- **authenticity** of course materials and lecturer.

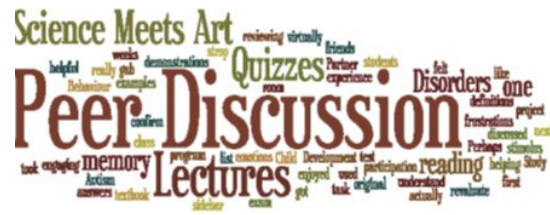


In what part of the course, or what course activities did you feel most engaged?

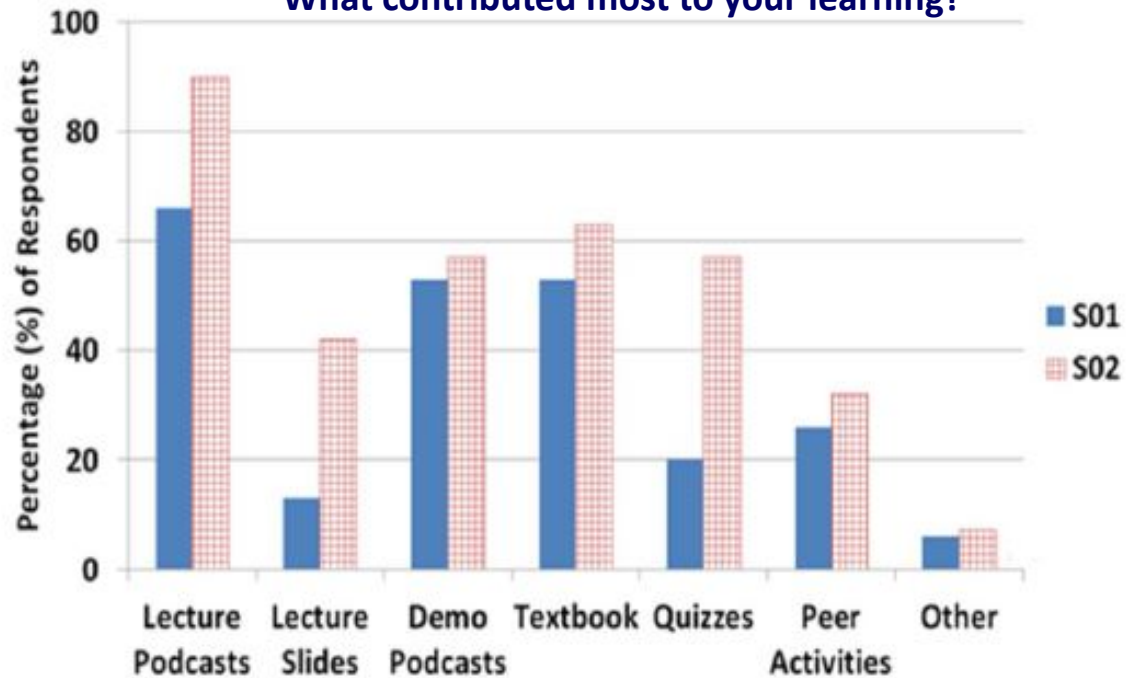
Intro PSYCH

Online

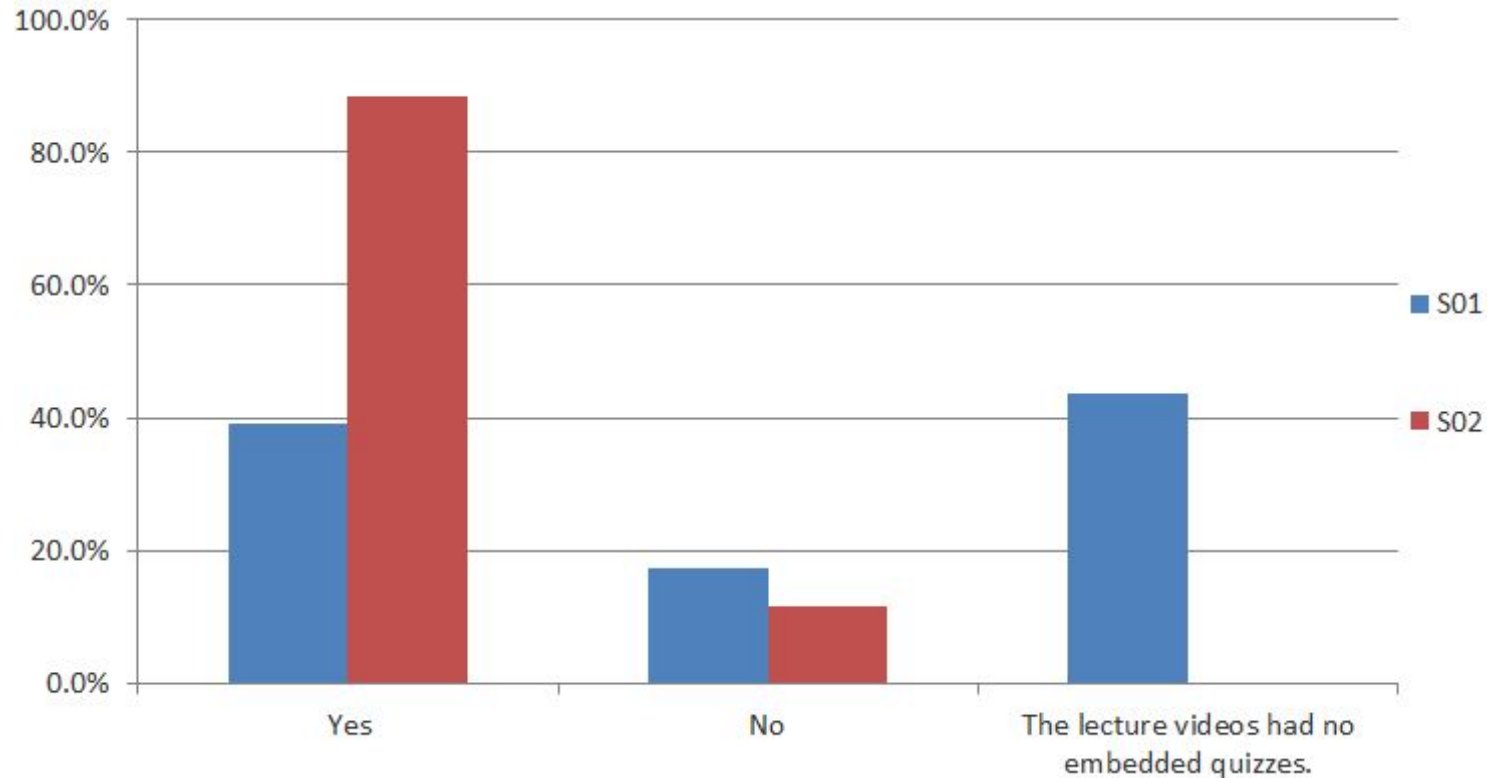
Face-to-Face



## What contributed most to your learning?

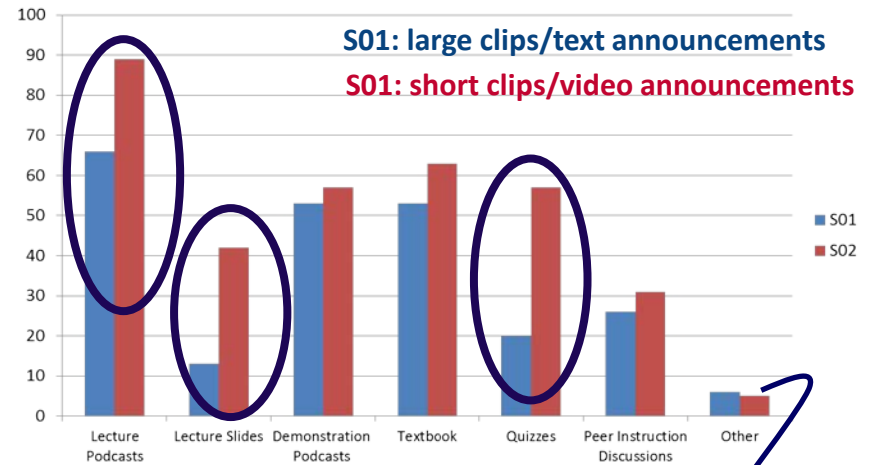
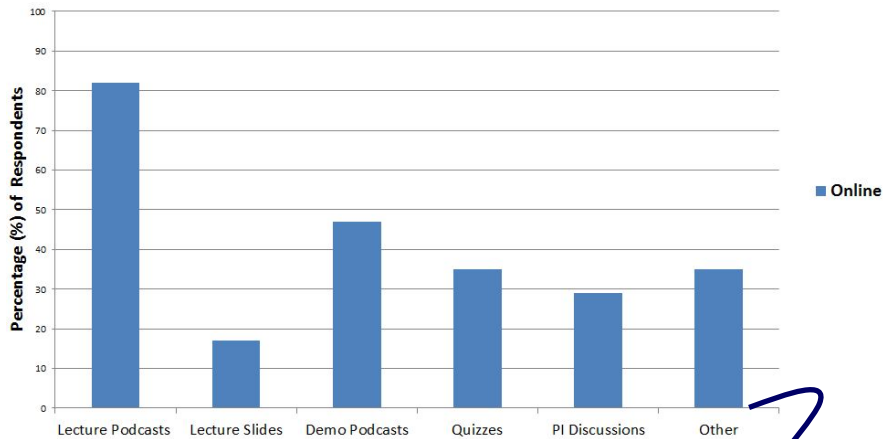


## If the lecture videos had embedded quizzes did you feel more engaged?



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What aspects of the course are most successfully contributing to your learning? (Choose all that apply.)



reading the textbook

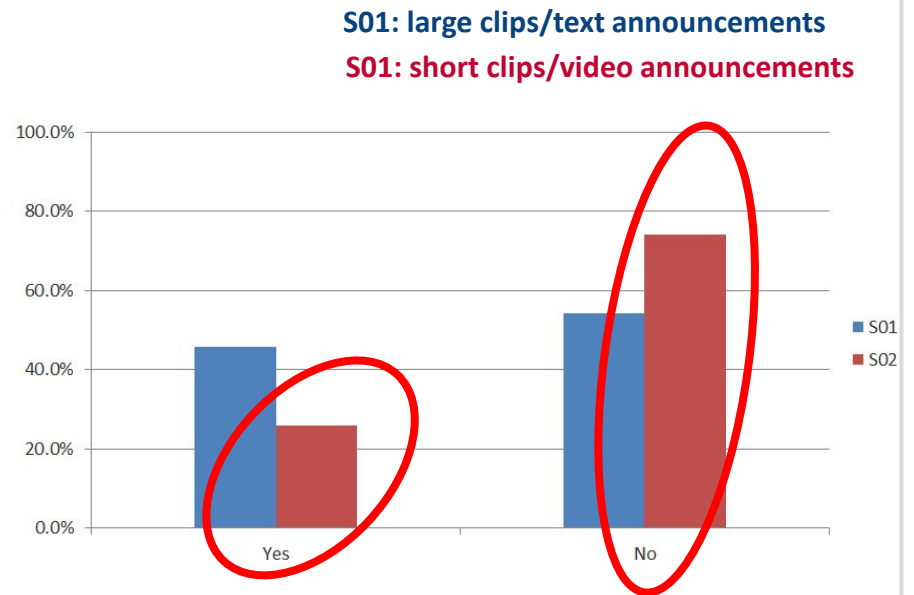
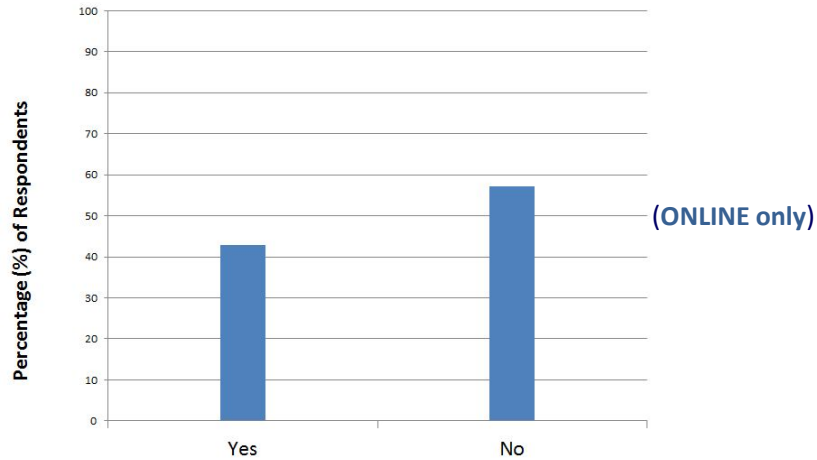
book

quiz  
dictionary

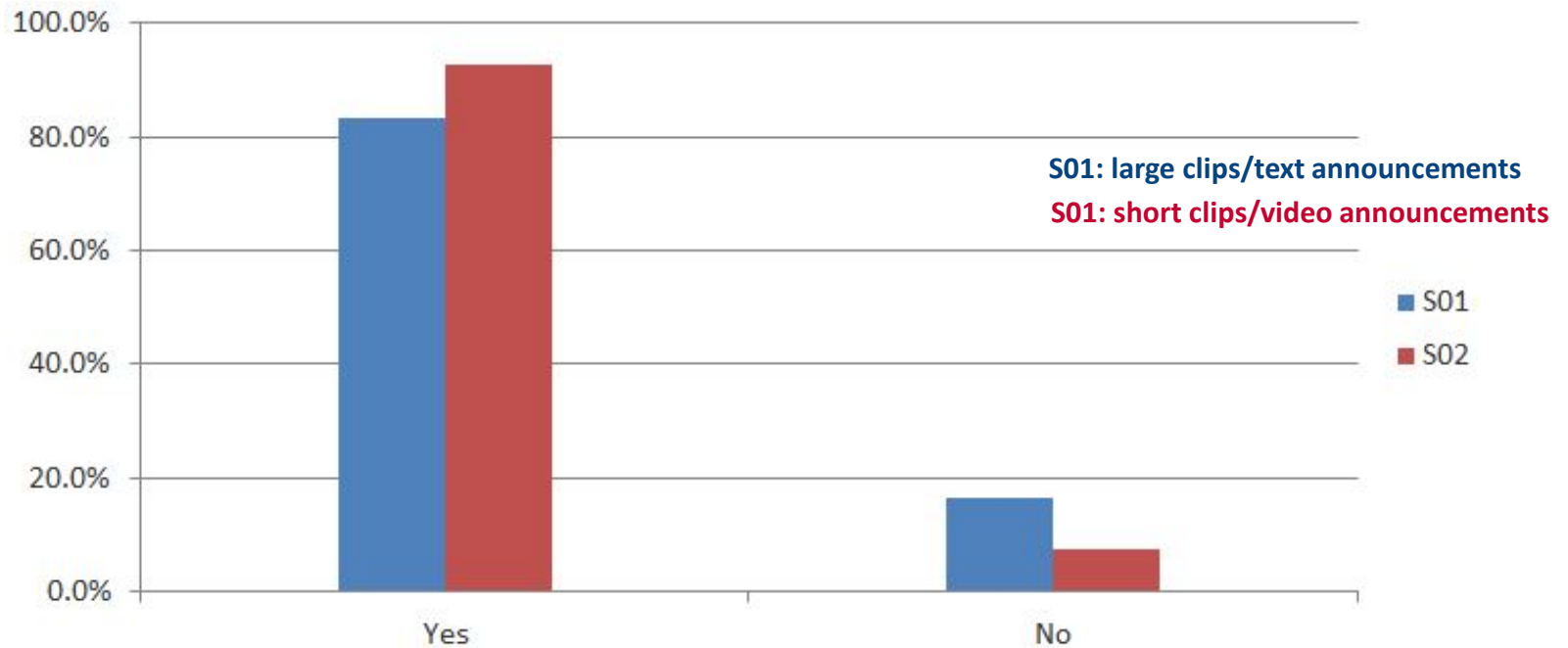
reading

Study Groups

# Did you feel isolated in the course?

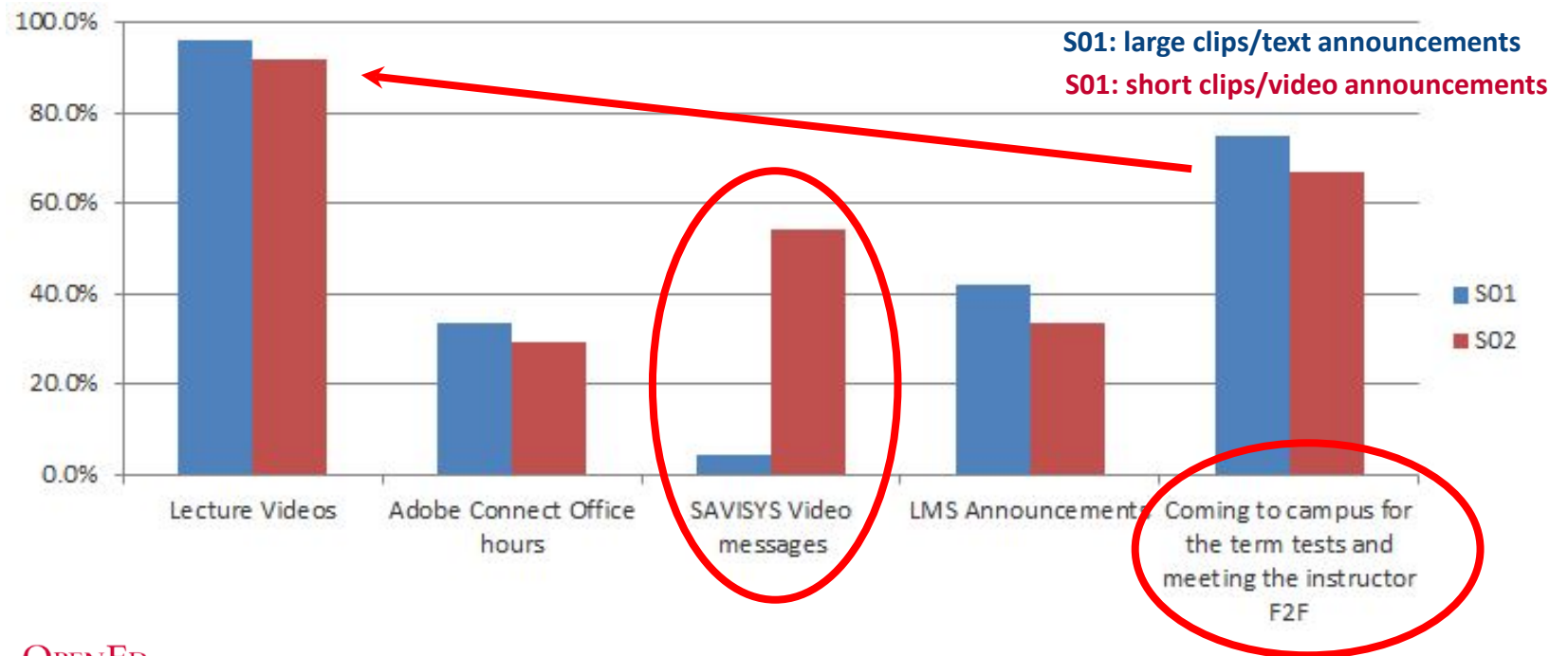


Considering that this was a remote course with different types of interactions with the instructor than you might be used to in face-to-face courses, did you feel like you got to know the instructor?

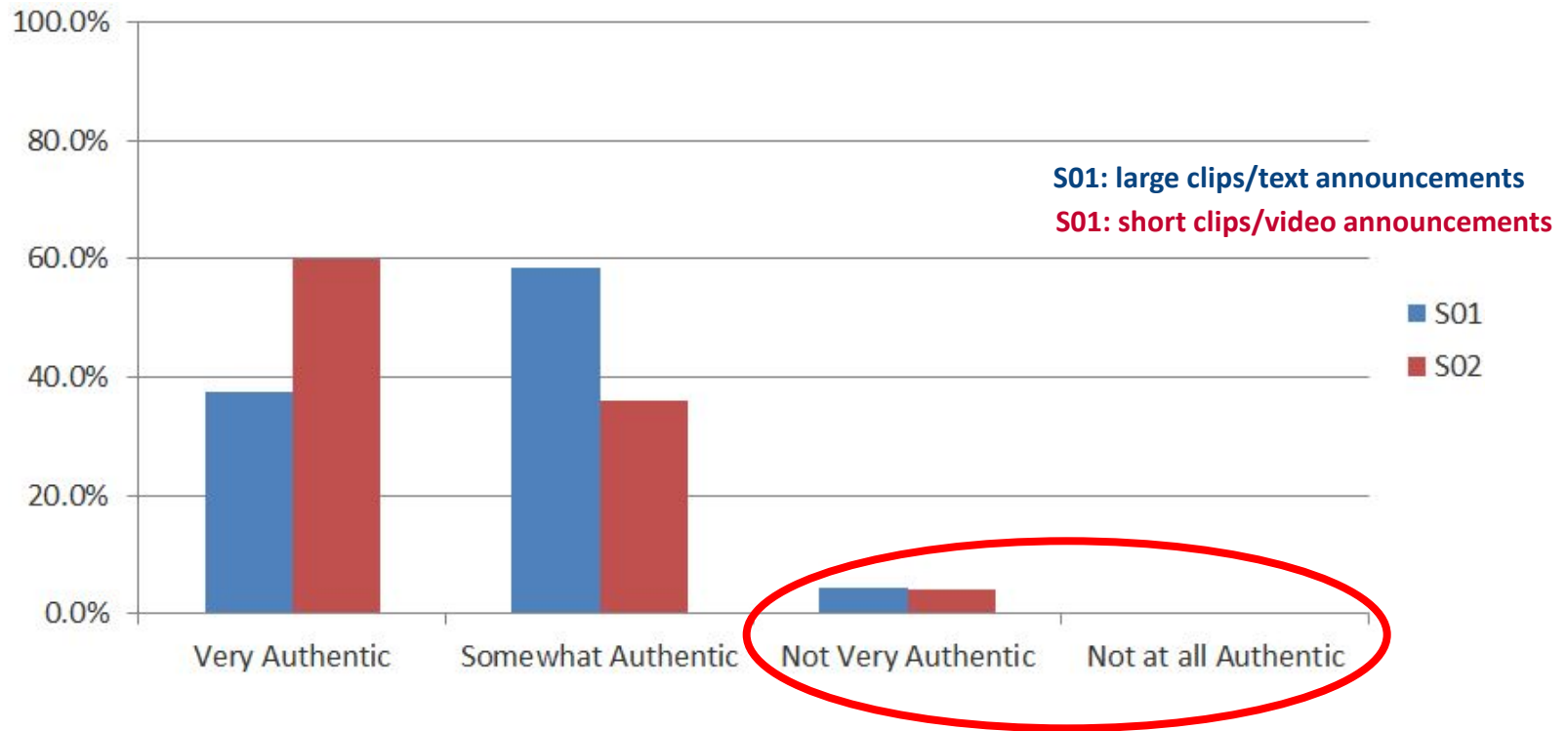


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(Choose all that apply to you.) Considering that this was a remote course with different types of interactions.....which of the following made you feel like you knew the instructor?

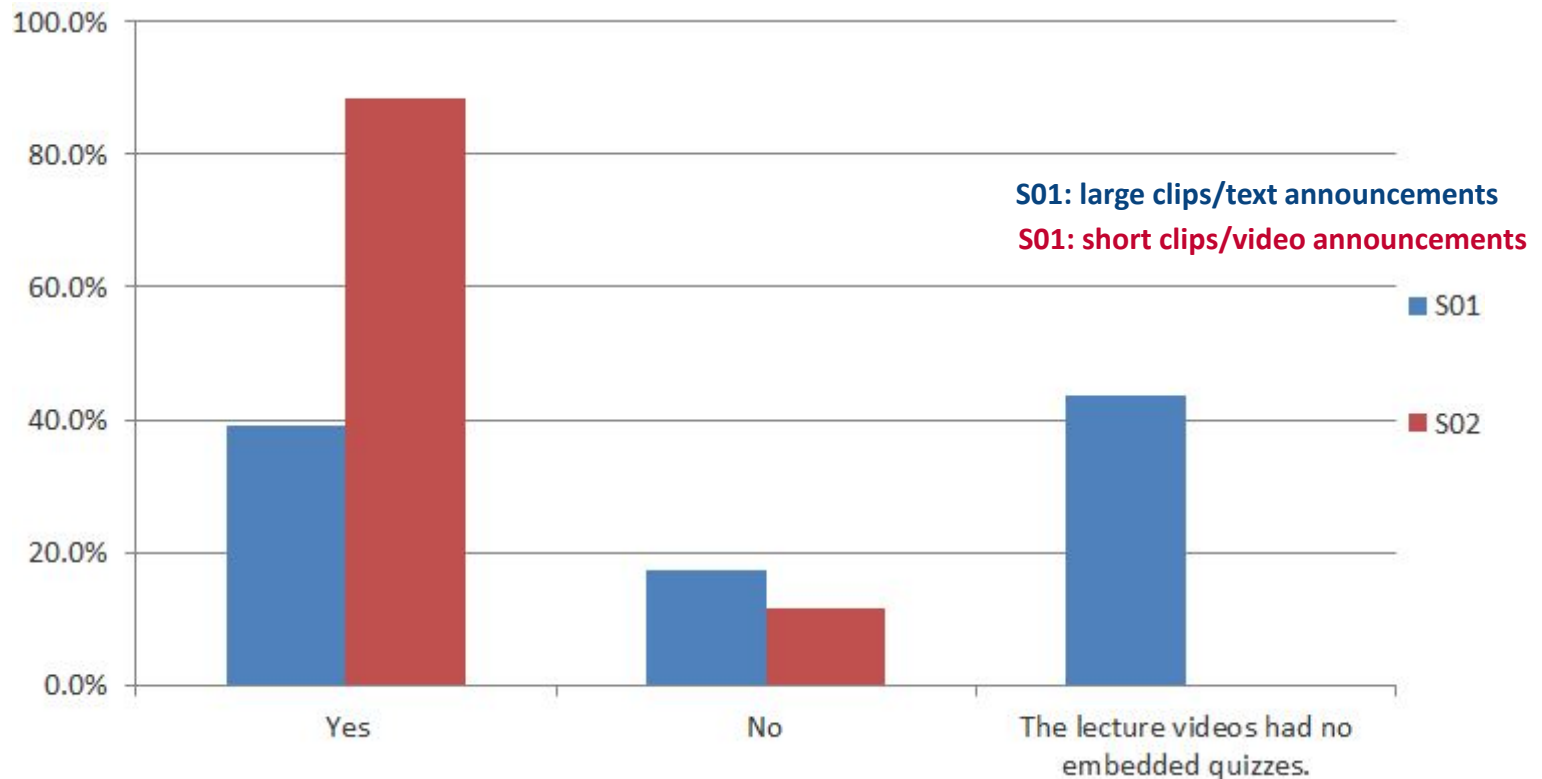


Compared to other lecture courses you've taken and considering that the lectures in this course were pre-recorded, how authentic (or real) did the lectures feel to you (e.g., lecture videos seemed natural and sincere, or unnatural and a bit fake, awkward or artificial)?





## If the lecture videos had embedded quizzes did you feel more engaged?



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Grp with mini lectures/video messaging: reported feeling less isolated than any of the other groups and generally more positive ratings across the entire course.

Grp with mini lectures/video messaging: reported more often than txt announcements Grp that lectures were “very authentic”. The video messages could have had an overall effect on this group but neither grp reported that the lecture videos were unauthentic.

Jury is still out if it’s worth chunking the video.

# SUPPORT

Please contact **CourseLink Support** for any help with technical aspects of our educational technologies.

Phone: 519-824-4120 ext. 56939

Toll Free: 1-866-275-1478 (Canada and USA)

Email: [courselink@uoguelph.ca](mailto:courselink@uoguelph.ca)

If you need support with pedagogy and/or course design, please complete our **consultation request form** found on our Remote Teaching & Learning site to set up a meeting with one of our **Instructional Technology Specialists**.

<https://opened.uoguelph.ca/instructor-resources/remote-teaching---learning>