



The Human Touch

Bringing Instructor Presence into eLearning





Julia Cho

Writer, Editor, Lecturer, Human





Intro Why How Outcomes Takeaways Questions





Intro

Why

How

Outcomes

Takeaways

Questions





Intro

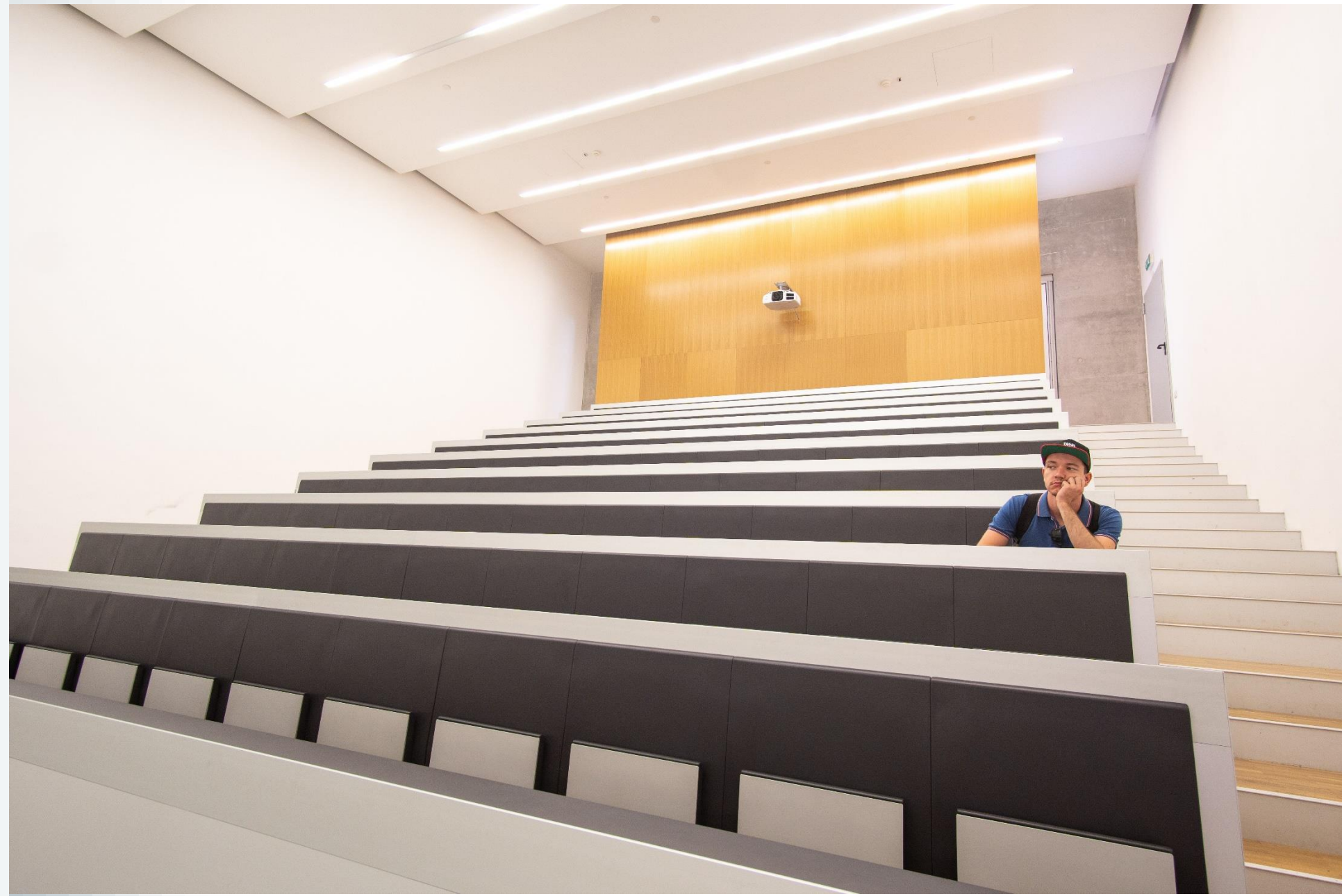
Why

How

Outcomes

Takeaways

Questions



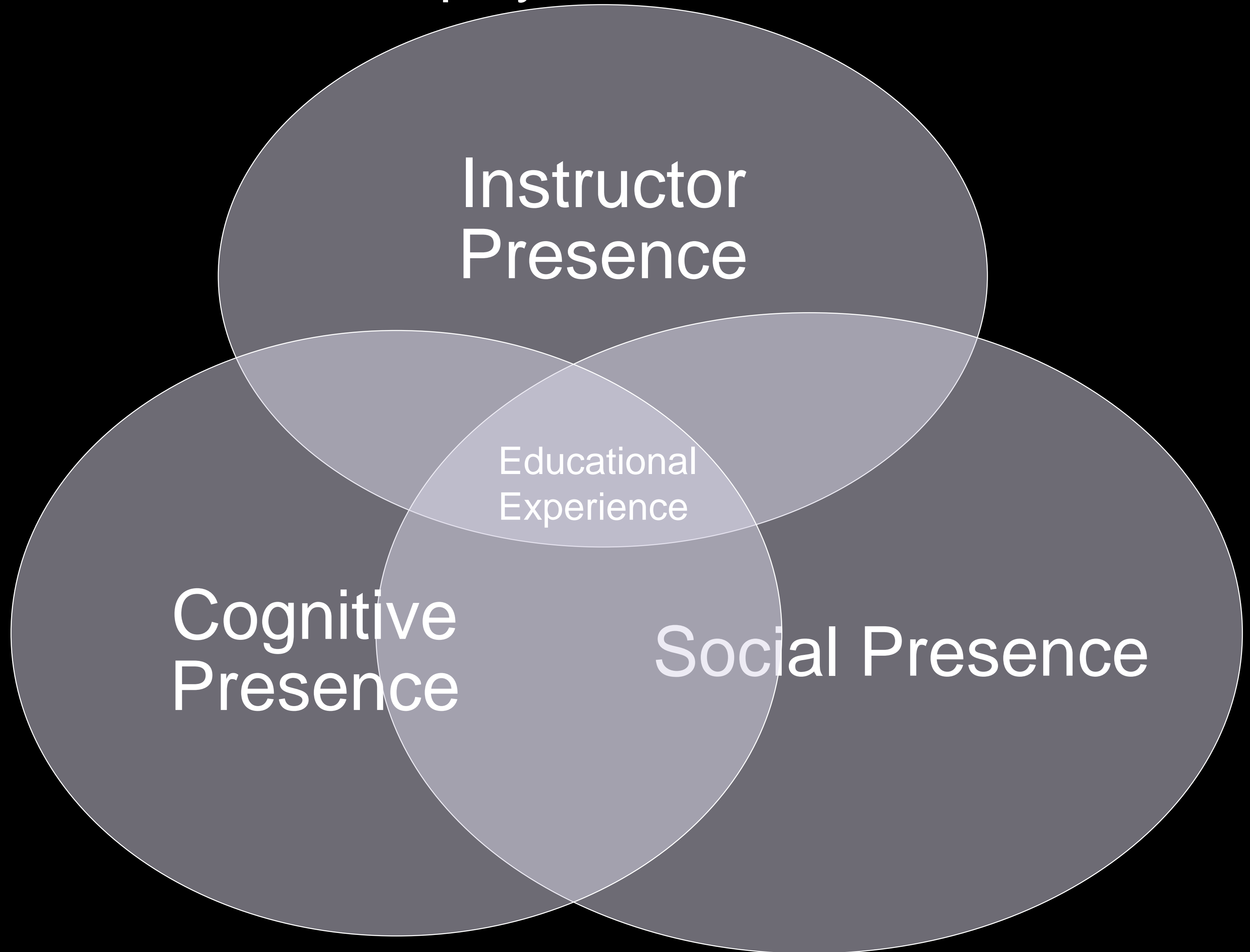
Isolation



Anxiety

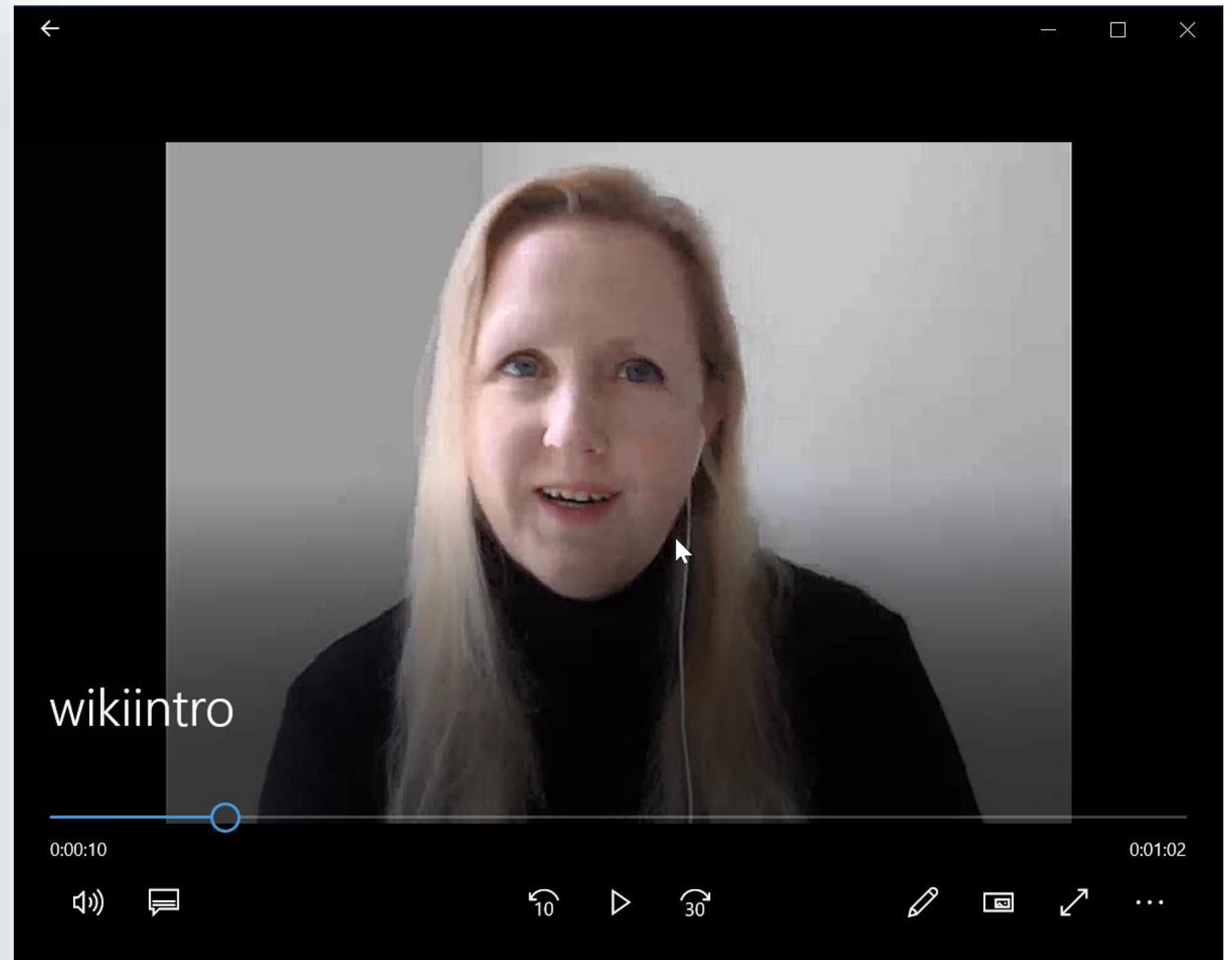


Community of Inquiry Framework



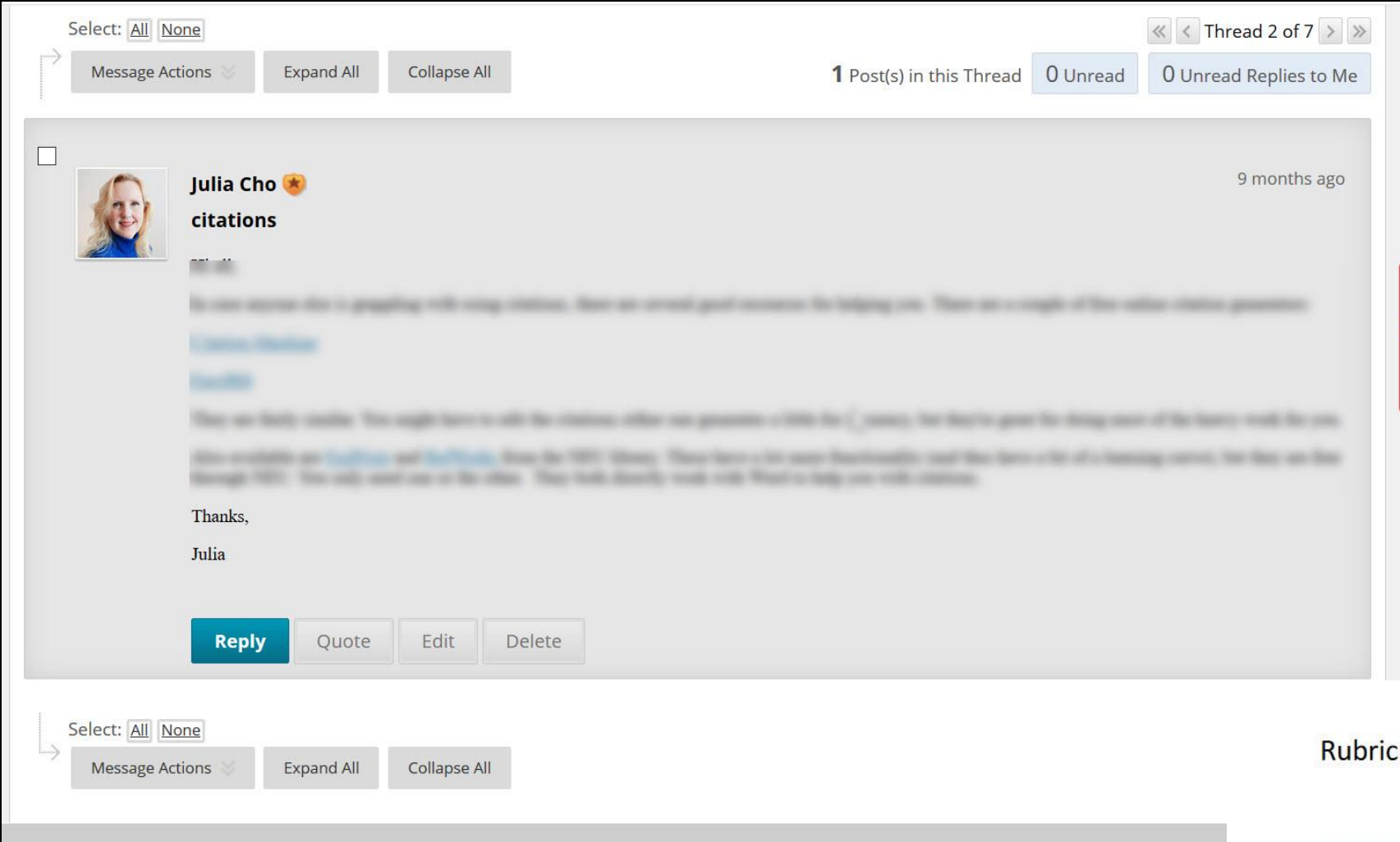


Intro Why **How** Outcomes Takeaways Questions



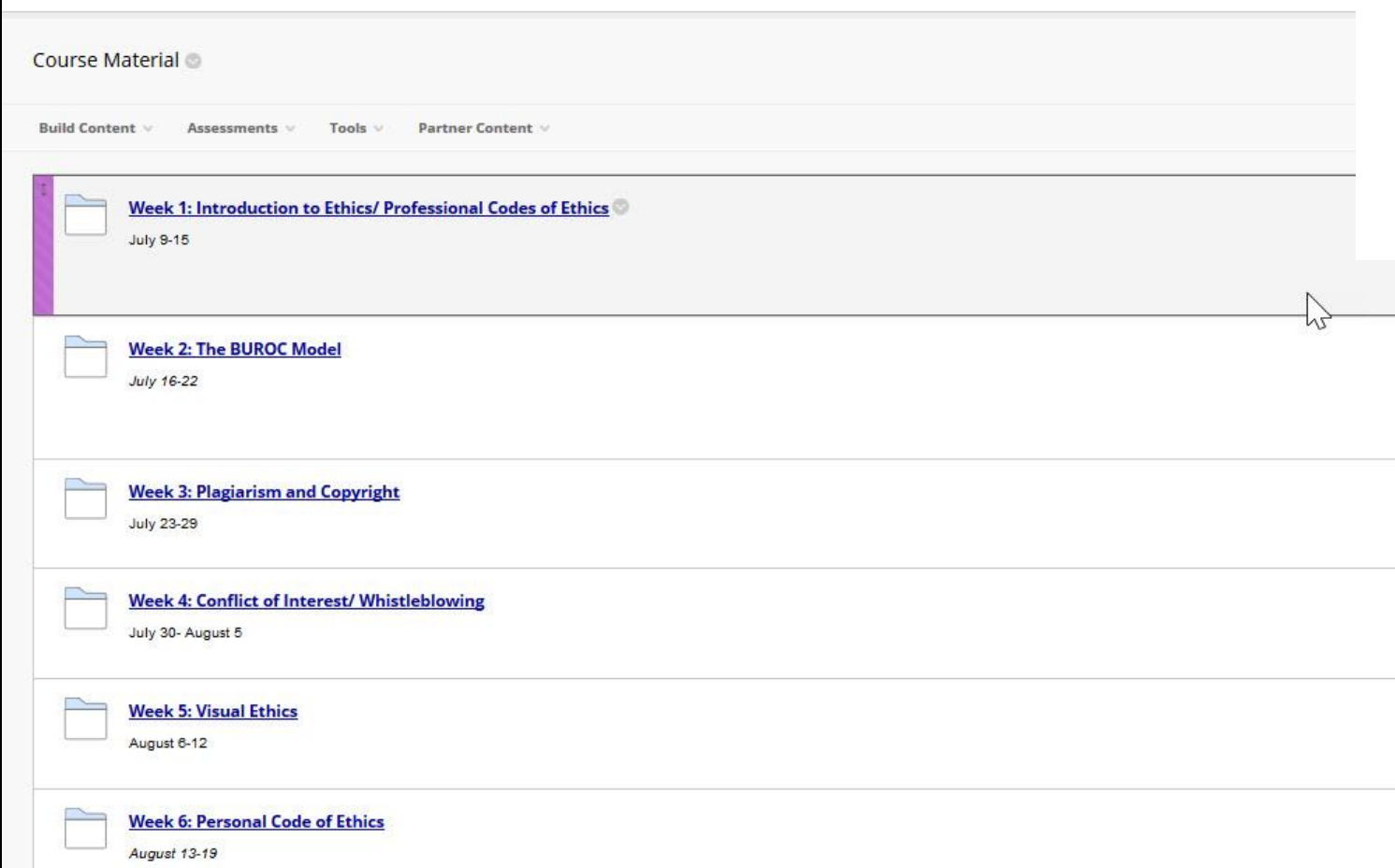
Design, Facilitation, and Direction

https://www.linkedin.com/in/chojulia/



Rubric: Ethics Case

| Criteria | Exemplary | Accomplished | Developing | Unacceptable |
|---------------------|--|--|---|--|
| Required Components | Includes all required components as stated in the assignment instructions. | Includes most of the required components as stated in the assignment instructions. | Missing some of the required components as stated in the assignment instructions. | Excludes most of the required components as stated in the assignment instructions. |
| Context and Purpose | Demonstrates a thorough understanding | Demonstrates adequate consideration of | Demonstrates awareness of context, | Demonstrates minimal attention to |

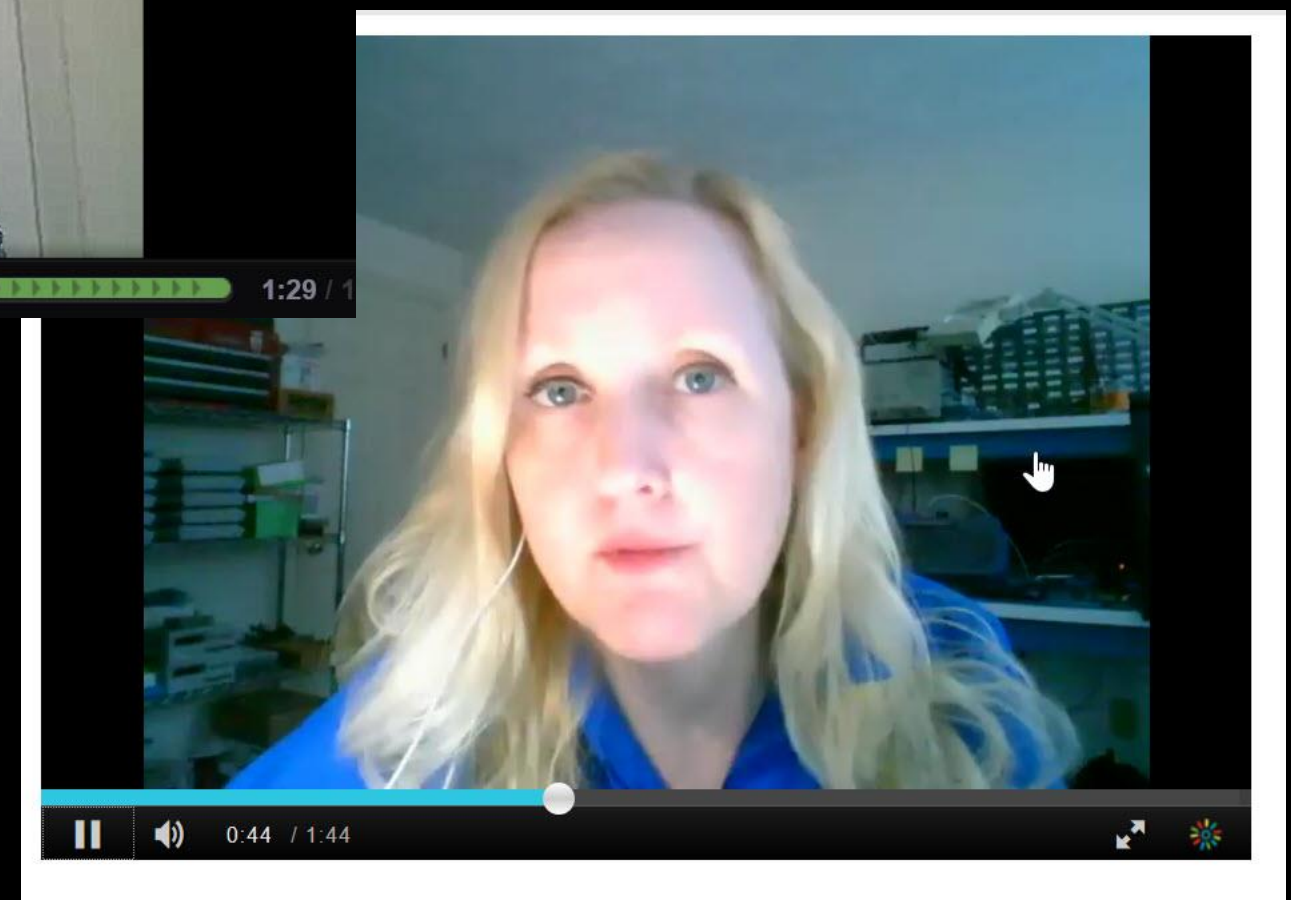
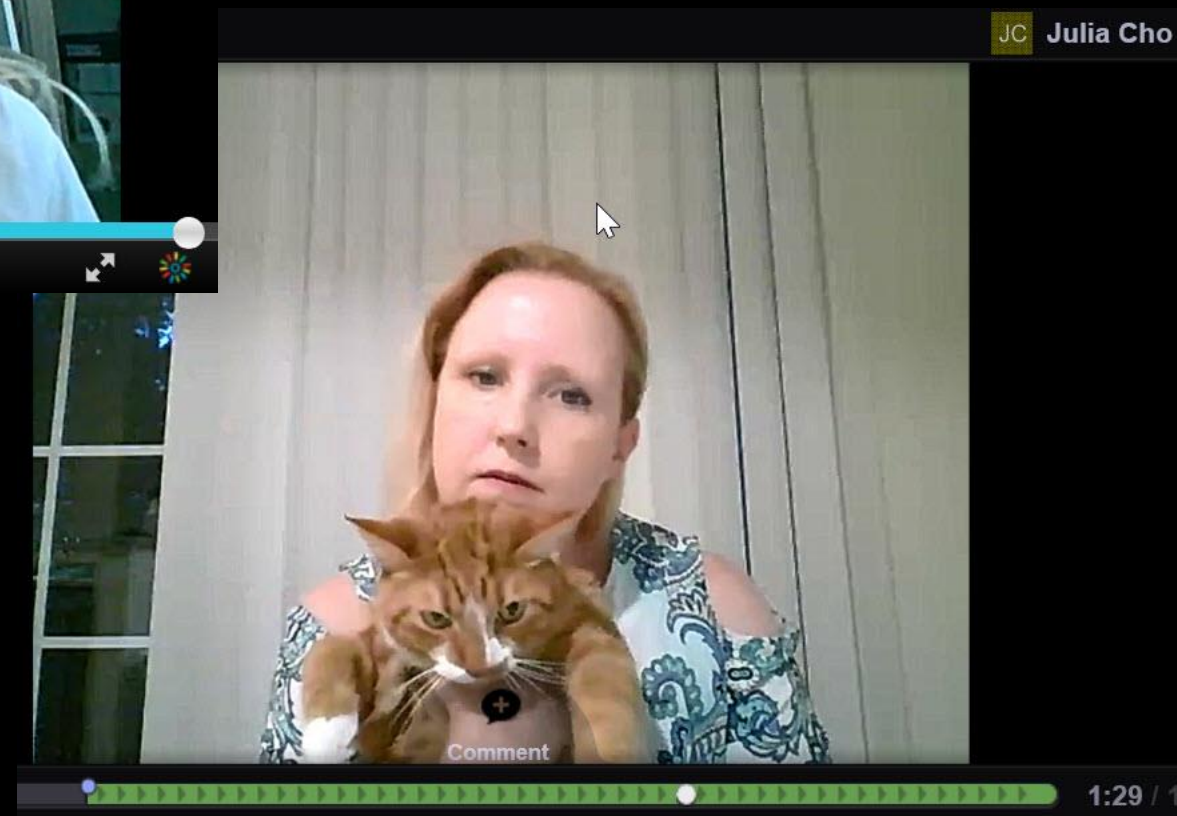


@TEACHWRITE

Video

<https://www.linkedin.com/in/chojulia/>

@TEACHWRITE



Multimodal

reply to rebecca - 2017 Oct 14 10:42:48 (04:22)

The screenshot displays a video player interface. The main content is a Microsoft Word document titled "Intro to Doctoral Studies Theoretical Framework [Compatibility Mode]". The document is on page 2 of 5, containing 661 words. The visible text in the document is as follows:

- Reveal the contributions that underscore the centrality of meaning making in transformational learning.
- Determine whether a perspective transformation is sustained over time.

3. Research methodology: In depth-interviews were conducted with a sample of HIV positive men and women, using the constant comparative method and a qualitative research design.

4. Participants: Based on the research question, the sample selection was determined and derived from the theoretical framework of transformational learning. Participants included 18 young adults under the age of 45 who had been positively diagnosed with HIV, and whose T-cell count was 500 or less, indicating a weakened immune system (Merriam, 2007).

5. Findings:

- Data showed that even the initial reaction to the HIV diagnosis was affected by

In the bottom right corner of the Word window, there is a small video feed showing a woman with blonde hair, wearing a blue top, speaking. The video player interface at the bottom includes a search bar, taskbar icons, a progress bar at 0:21 / 4:22, and system clock showing 10:38 AM on 10/14/2017.



Intro

Why

How

Outcomes

Takeaways

Questions



Engagement



Retention



Intro

Why

How

Outcomes

Takeaways

Questions





Intro

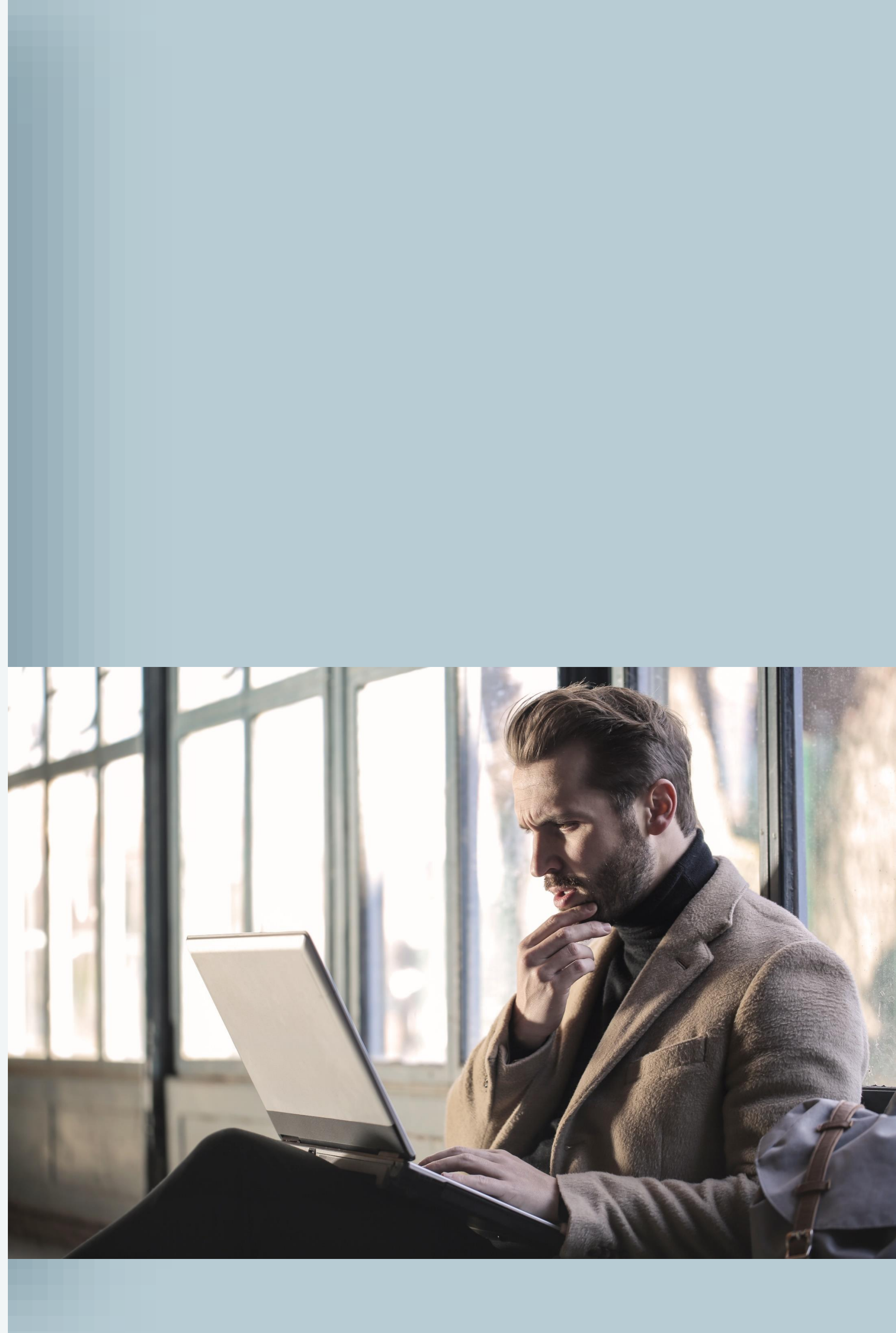
Why

How

Outcomes

Takeaways

Questions





References

- Borup, J., West, R., & Graham, C. (2012). Improving Online Social Presence through Asynchronous Video. *Internet and Higher Education*, 15(3), 195-203.
- Boston, W., Diaz, S., Gibson, A., Ice, P., Richardson, J., & Swan, K. (2010). An Exploration of the Relationship between Indicators of the Community of Inquiry Framework and Retention in Online Programs. *Journal of Asynchronous Learning Networks*, 14(1), 3-19.
- Dzubinski, L. M. (2014). Teaching Presence: Co-Creating a Multi-National Online Learning Community in an Asynchronous Classroom. *Journal of Asynchronous Learning Networks*, 18(2).
- Hegeman, J. (2015). Using Instructor-Generated Video Lectures in Online Mathematics Courses Improves Student Learning. *Online Learning*, 19(3), 70-87.
- Lindley, M., Gray, J., Cazzell, M., & Mintz-Binder, R. (2014). A Comparison of Instructor Audio-video with Text-based Feedback versus Text-based Feedback Alone on Students' Perceptions of Community of Inquiry among RN-to-BSN Online Students, ProQuest Dissertations and Theses.
- Mathieson, K., & Leafman, J. (2014). Comparison of Student and Instructor Perceptions of Social Presence. *Journal of Educators Online*, 11(2), 1-27.



References

- Morgan, T. (2011). Online Classroom or Community-in-the-Making? Instructor Conceptualizations and Teaching Presence in International Online Contexts. *Journal of Distance Education*, 25(1), Journal of Distance Education, 2011, Vol.25(1).
- Richardson, J., Koehler, A., Besser, E., Caskurlu, S. Lim, J. & Mueller, C. (2015). Conceptualizing and Investigating Instructor Presence in Online Learning Environments. *International Review of Research in Open and Distributed Learning*, 16(3), 256-297.
- Shea, P., Hayes, S., & Vickers, J. (2010). Online Instructional Effort Measured through the Lens of Teaching Presence in the Community of Inquiry Framework: A Re-Examination of Measures and Approach. *International Review of Research in Open and Distance Learning*, 11(3), 127-154.
- Zhao, H., & Sullivan, K. (2017). Teaching presence in computer conferencing learning environments: Effects on interaction, cognition and learning uptake. *British Journal of Educational Technology*, 48(2), 538-551.