Community of Inquiry Framework
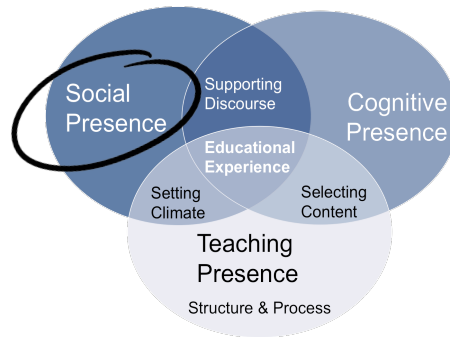# Social Presence   (Part 2 of 4)   Garrison, Anderson & Archer

First things first:

Begin with introductions!
Create a forum or section of your course where you and students introduce yourselves to one another.

- Post avatars and profiles
- Use and encourage students to post brief introductory videos
- Develop initial course activities to encourage the development of swift trust, such as through icebreakers
- Have an off-topic forum, welcome students to post (as comfortable) photos/videos/links to appropriate social media
- Make active engagement a significant part of course grades.

- Communicate clearly your expectations for quality
- Students establish netiquette guidelines
- Self-select study-buddy or team
- Assign group roles to help them to engage…

Then give them a good reason:

1. Develop open-ended, critical thinking discussion questions…
a. Use the Critical Thinking Guide! (criticalthinking.org) and also require it
2. Encourage learners to share experiences, examples, ideas and feelings
3. Structure collaborative learning activities

   Small group discussion | Problem based | Project based | Case studies |

   Design Thinking projects | Group Presentations / digital storytelling– digital recording, web 2.0 tools (see IDeL site Resources: gvsu.edu/idel/)

4. Collaboration via Blogs, Wikis, Google Tools

Ice Breakers: Two Lies and A Truth | Share what they wanted to do when they grew up | Most embarrassing mishap using a computer | Three words- Ask participants to write a story together, each adding only three words | Personal Cards representing themselves using trading cards: http://bighugelabs.com/flickr/deck.php | What's on your reading list? | Same and different – in groups, something each has in common something that is unique

Social Presence Indicators

Categories
1. Open Communication
2. Group Cohesion
3. Personal/Affective

Indicators *(Examples)*
1. Learning climate; tacit expressions of support
2. Group identity/collaboration
3. Self-projection/expressing emotions

~ Social Presence ~

The ability of participants to

- Project themselves socially and emotionally,
    - as well as the degree to which they feel socially and emotionally connected to others *(Garrison, Anderson & Archer, 2000)*

- Identify with the community (e.g., course of study)

- Communicate purposefully in a trusting environment

- Develop relationships by way of projecting their individual personalities." *(Garrison, 2009)*

- The sense of feeling connected to others *(Gamberini et al., 2004)*

- The perception of others being aware of one's presence through communication *(Lowry et al., 2006)*
    - Emotional Expression
    - Open Communication
    - Group Cohesion

"In online higher education, building community is particularly important because it cannot be taken for granted" *(Swan & Garrison, year)*

"Community means meaningful association, association based on *common interest* and endeavor. The essence of community is *communication*" *(John Dewey, 1916)*

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