**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](http://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/](http://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](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 ~**

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)
References

CoI Framework: Developed by Garrison, Anderson & Archer, 2000


