

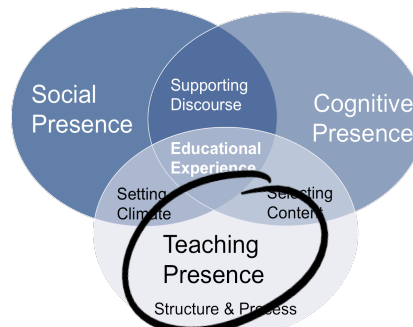
Community of Inquiry Framework

Teaching Presence (Part 4 of 4)

Garrison, Anderson & Archer

Getting Started ~

- Introduce yourself – course orientation video and personal welcome
- Be clear about how students should address you
- Promptly answer e-mail
- Use short videos to introduce the course and particular topics



Course Design and Management ~

- Ensure courses are well organized and that the organization is clear to students & easy to navigate
- Have someone review your course for clarity & consistency
- Clearly state course goals, instructional expectations, and course schedule.
- Provide students with explicit and redundant instructions
- Provide clear grading guidelines including rubrics for complex assignments
- Design courses for learner choice, flexibility & control
- Ask for feedback on how the course could be improved

Teaching Presence Indicators

Categories

1. Design and Organization
2. Facilitating Discourse
3. Direct Instruction

Indicators (Examples)

1. Setting curriculum and methods
2. Shaping constructive exchange
3. Focusing and resolving issues

Building Understanding ~

- Design diverse graded activities to complete every week
- Establish a climate that creates a sense of course community
- Help students clarify their thinking
- Keep students on task, engaged, and participating
- Encourage students to explore new ideas
- Establish opportunities for critical reflection and discourse that will support systematic inquiry
- Diagnose and remediate misconceptions
- Confirm understanding through informal and formal assessment
- Promote metacognitive awareness and insure that inquiry progresses through to resolution (see Col TIP part 1)

Direct Instruction ~

- Select, develop, and present content
- Provide students with frequent, timely, helpful, and supportive feedback
- Ask leading questions and focus discussion on issues that aid student learning
- Provide explanations or demonstrations to help learners better understand the content
- Inject knowledge from diverse sources with links for students to pursue
- Interact with your students on a whole class, group and an individual / personal basis

~ Teaching Presence ~

the design, facilitation and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes.

The three major categories under teaching presence are

1. instructional design and management,
2. building understanding, and
3. direct instruction

Establishing teaching presence means creating a learning experience for students to progress through with instructor facilitation, support, and guidance.

As instructors we actively

- guide our students through course materials,
- reinforce key concepts, and
- foster student engagement

These components of teaching presence are critical to a successful student learning experience.

Garrison, D. R., Anderson, T., & Archer, W. (2000)

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