

2021

Personalizing the Online Learning Experience Part II: Instructional Presence

Emily Faulconer

Embry-Riddle Aeronautical University, faulcone@erau.edu

Follow this and additional works at: <https://commons.erau.edu/publication>



Part of the [Online and Distance Education Commons](#)

Scholarly Commons Citation

Faulconer, E. (2021). Personalizing the Online Learning Experience Part II: Instructional Presence. , (). Retrieved from <https://commons.erau.edu/publication/1651>

This Presentation without Video is brought to you for free and open access by Scholarly Commons. It has been accepted for inclusion in Publications by an authorized administrator of Scholarly Commons. For more information, please contact commons@erau.edu.

Personalizing the Online Learning Experience

Part II: Instructional Presence

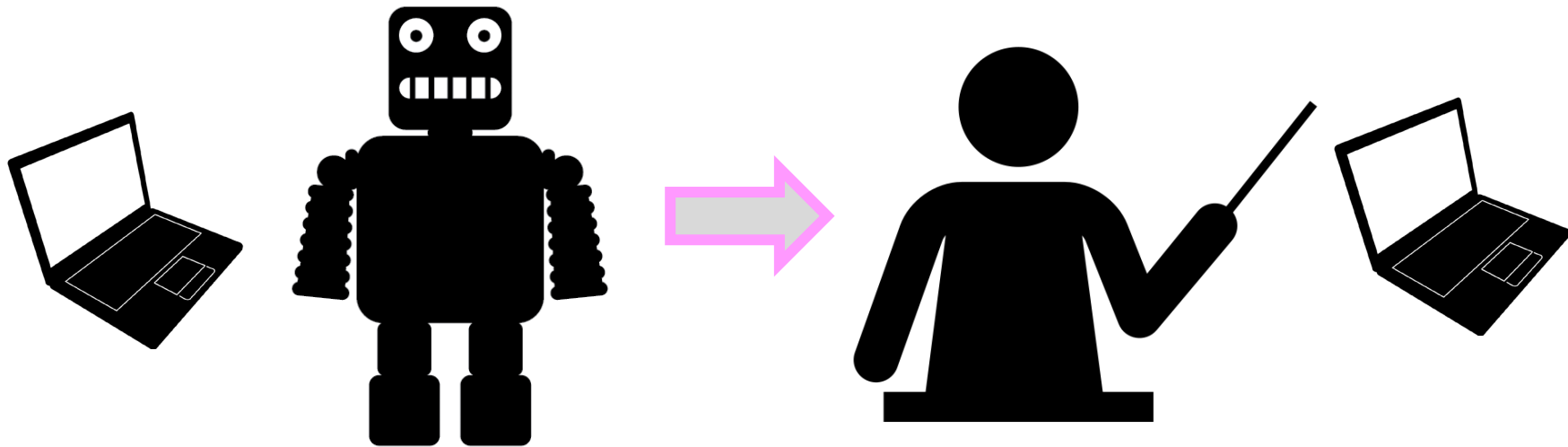
**Presented by Emily Faulconer
MPLS Department**

Agenda

- Instructor Presence
 - Persona
 - Social Presence
 - Instructional Presence**
- Learner Profiles
- Instructional Presence
 - Providing Instructions
 - Gradebook Feedback
 - Checkpoints
- Wrap Up



Instructor presence is correlated to student success and satisfaction

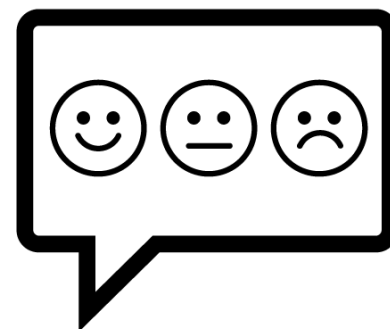
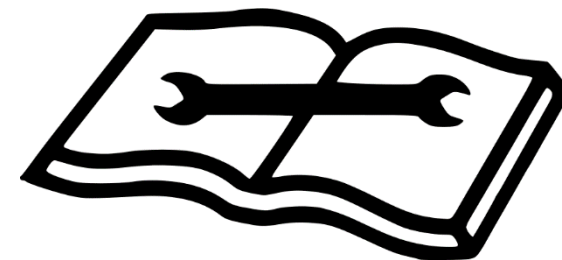


There is no “one size fits all” approach to instructor presence. It varies by learner profile.

	Student Planning & Effort	Learning Autonomy
Innovators	Short and long term challenging goals Discover & apply knowledge	Assumes responsibility for learning
Implementers	Sets and achieves short term, task-oriented goals Situationaly minimizes effort for efficiency	Situationaly assumes responsibility for learning in areas of interest Prefers coaching and interaction
Sustainers	Follows simple task-oriented goals assigned by others	Reluctant to assume responsibility Appreciates continual guidance and expects reinforcement
Resisters	Apathetic, Frustrated, Unable, Discouraged	Assumes responsibility for NOT meeting goals set by others

Ways to Build Instructional Presence:

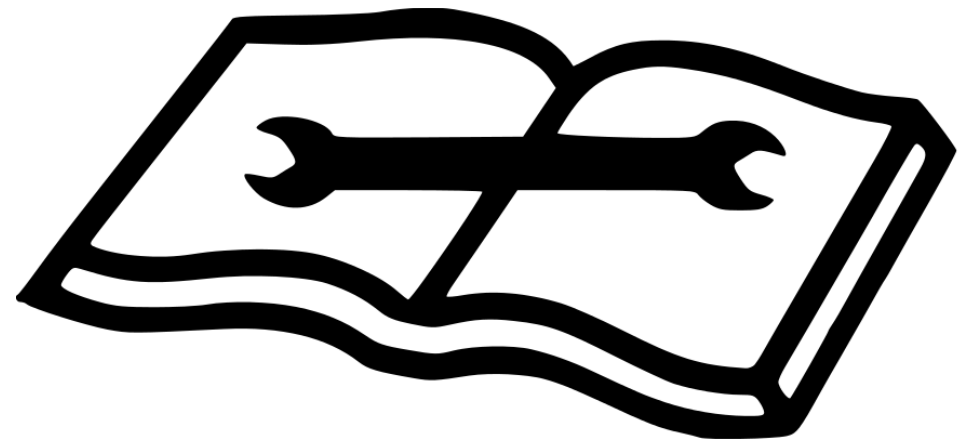
- Instructions Announcement
- Gradebook Feedback
 - Feedback Bank
- Checkpoints



Providing Instructions in Announcements

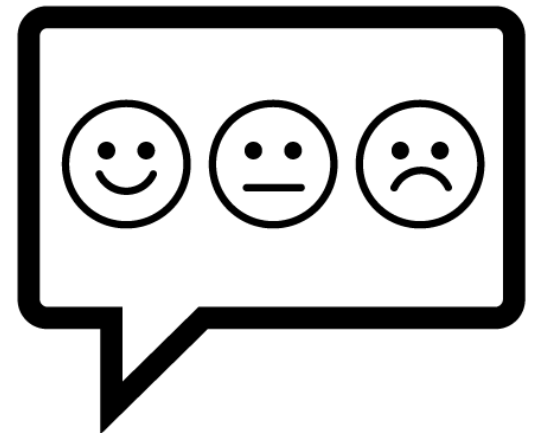
Module 3: Rough Draft Literature Review Instructions

- Big Picture: *Innovators & Resisters*
- Summary: *Implementers*
- Instructions: *Sustainers*



Timely, personalized gradebook feedback

- Save time with generic feedback
- Invest in personalized feedback
 - Point to room for growth
 - Ways to apply strengths
 - Manage key negative emotions
- Make it Interactive



Creating a feedback bank

- Generalized
- Useful/Actionable

Examples from RSCH 202:

- ✓ A theoretical framework identifies the important variables in the situation, not all the variables. (see pg. 78)
- ✓ Keep in mind that structured observation is generally quantitative while unstructured leans towards qualitative.
- ✓ Determining a minimum sample size can be difficult because there are multiple factors to consider. (See pg. 246) Do you have enough information in the prompt to make a decision about sample size?

Checkpoint Emails

- Virtual Coach
- Help them achieve their goals ... Remind them of their goals
- Accountability to observer
- Encourage perseverance



Wrap Up

- Innovators, Implementers, Sustainers, and Resisters have different needs
- Instructor presence includes persona, social presence, and instructional presence
- Instructions, Feedback, and Checkpoints build instructional presence
- Be Human. Be Visible. Give Feedback.

