

# Social Presence

## In Hybrid or Online Classrooms

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# Social Presence

- The quality of being noticeable or valued.
- Social presence impacts how, and to what degree, students engage, interact, and communicate.
- It is what makes the virtual experience feel real.

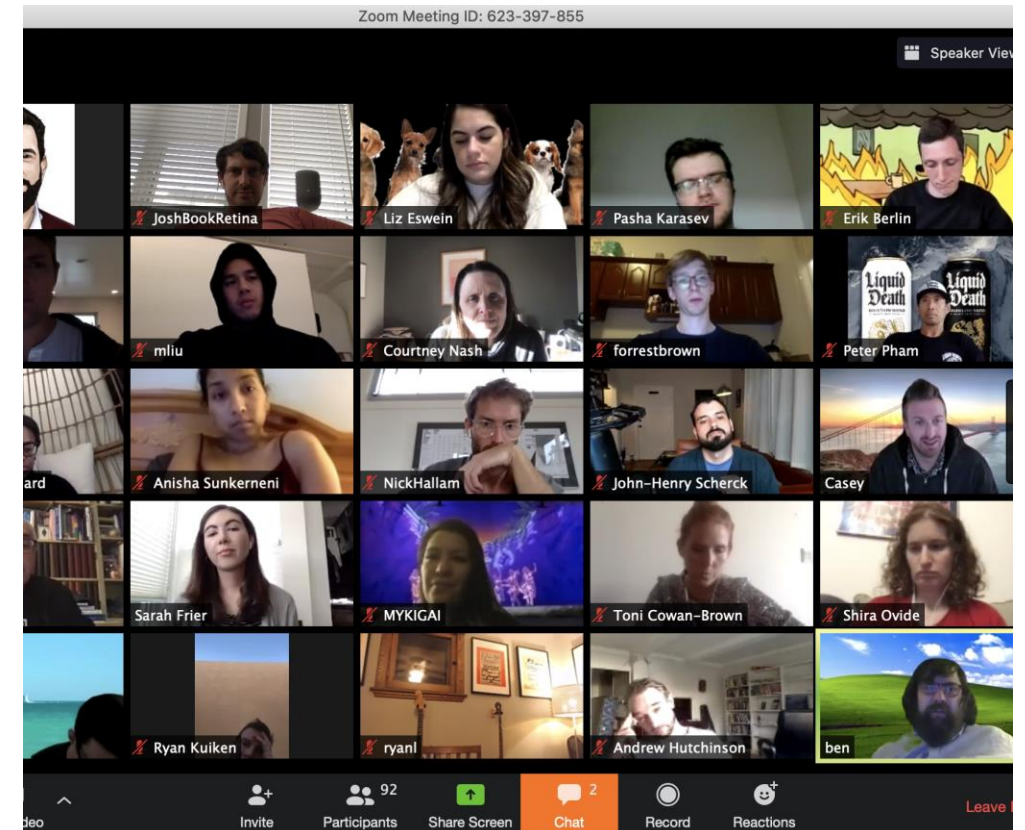


# Understanding Social Presence

- Learning is social (Bandura, 1977).
- Social Presence → Sense of Belonging → Community
- “Being there”; “Being present”; “Being together”
- Social Presence enhances motivation; motivation enhances learning outcomes (Whiteside, 2020).
- Social Presence increases student satisfaction, learning outcomes, instructor satisfaction (Whiteside, 2020).

# Strategies to Cultivate Social Presence

- Cultivate connection and belongingness
- Require video in Zoom.
- Incorporate personal introductions, slides/photos
- Address students by name and encourage them to do the same.
- Offer early and frequent feedback; consider using audio or video feedback.
- Apply content to real world and personal/professional lives.



# Tools to Promote Social Presence

## Breakout sessions in Zoom

- Discuss an article
- Respond to a prompt
- Solve a problem

## “Groups” Tool in D2L

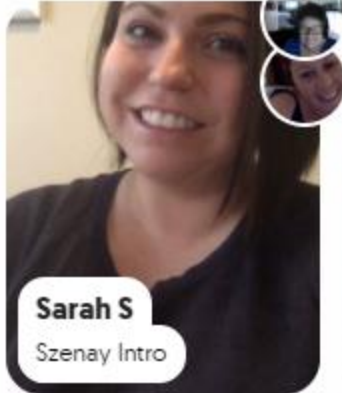
- Collaborative projects
- Peer review

“Large groups often create a sense of ‘social loafing,’ where participants feel that others will do the heavy lifting” (Watson, 2020).



9 Responses 28 Replies 356 views [8.4h of shared learning](#)

 Random  Slideshow



**Sarah S**  
Szenay Intro



**Samantha Schwab**  
Introduction



**Karen C**  
Introduction



**Michelle A**



**Brenda J**



**Heather L**



**Julie D**  
Introduction



**Lexa A.**  
Introduction



**Candace Roberts**



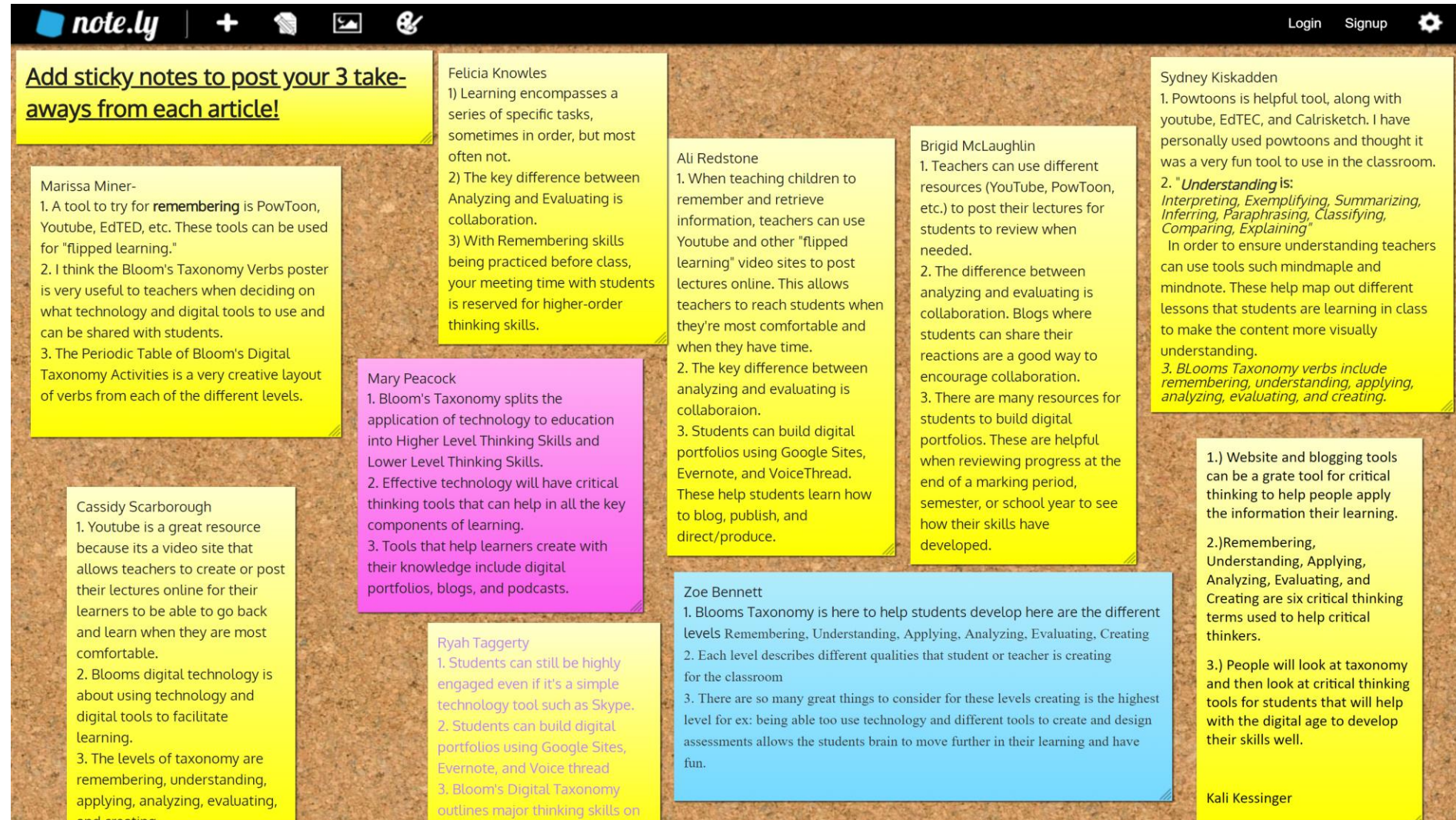
# Sample “About Me” Slide





# Collaborative Tools

- Google Docs
- Padlet
- Note.ly
- Lino
- Trello
- MS Teams
- FlipGrid
- Voicethread



**note.ly** | + 📁 🖼️ 🗑️

Login Signup ⚙️

**Add sticky notes to post your 3 take-aways from each article!**

**Marissa Miner**  
 1. A tool to try for **remembering** is PowToon, Youtube, EdTED, etc. These tools can be used for "flipped learning."  
 2. I think the Bloom's Taxonomy Verbs poster is very useful to teachers when deciding on what technology and digital tools to use and can be shared with students.  
 3. The Periodic Table of Bloom's Digital Taxonomy Activities is a very creative layout of verbs from each of the different levels.

**Felicia Knowles**  
 1) Learning encompasses a series of specific tasks, sometimes in order, but most often not.  
 2) The key difference between Analyzing and Evaluating is collaboration.  
 3) With Remembering skills being practiced before class, your meeting time with students is reserved for higher-order thinking skills.

**Ali Redstone**  
 1. When teaching children to remember and retrieve information, teachers can use Youtube and other "flipped learning" video sites to post lectures online. This allows teachers to reach students when they're most comfortable and when they have time.  
 2. The key difference between analyzing and evaluating is collaboration.  
 3. Students can build digital portfolios using Google Sites, Evernote, and VoiceThread. These help students learn how to blog, publish, and direct/produce.

**Brigid McLaughlin**  
 1. Teachers can use different resources (YouTube, PowToon, etc.) to post their lectures for students to review when needed.  
 2. The difference between analyzing and evaluating is collaboration. Blogs where students can share their reactions are a good way to encourage collaboration.  
 3. There are many resources for students to build digital portfolios. These are helpful when reviewing progress at the end of a marking period, semester, or school year to see how their skills have developed.

**Sydney Kiskadden**  
 1. Powtoons is helpful tool, along with youtube, EdTEC, and Calrisketch. I have personally used powtoons and thought it was a very fun tool to use in the classroom.  
 2. **"Understanding is: Interpreting, Exemplifying, Summarizing, Inferring, Paraphrasing, Classifying, Comparing, Explaining"**  
 In order to ensure understanding teachers can use tools such mindmaple and mindnote. These help map out different lessons that students are learning in class to make the content more visually understanding.  
 3. **Blooms Taxonomy verbs include remembering, understanding, applying, analyzing, evaluating, and creating.**

**Mary Peacock**  
 1. Bloom's Taxonomy splits the application of technology to education into Higher Level Thinking Skills and Lower Level Thinking Skills.  
 2. Effective technology will have critical thinking tools that can help in all the key components of learning.  
 3. Tools that help learners create with their knowledge include digital portfolios, blogs, and podcasts.

**Cassidy Scarborough**  
 1. Youtube is a great resource because its a video site that allows teachers to create or post their lectures online for their learners to be able to go back and learn when they are most comfortable.  
 2. Blooms digital technology is about using technology and digital tools to facilitate learning.  
 3. The levels of taxonomy are remembering, understanding, applying, analyzing, evaluating, and creating.

**Ryah Taggerty**  
 1. Students can still be highly engaged even if it's a simple technology tool such as Skype.  
 2. Students can build digital portfolios using Google Sites, Evernote, and Voice thread  
 3. Bloom's Digital Taxonomy outlines major thinking skills on

**Zoe Bennett**  
 1. Blooms Taxonomy is here to help students develop here are the different levels Remembering, Understanding, Applying, Analyzing, Evaluating, Creating  
 2. Each level describes different qualities that student or teacher is creating for the classroom  
 3. There are so many great things to consider for these levels creating is the highest level for ex: being able too use technology and different tools to create and design assessments allows the students brain to move further in their learning and have fun.

**1.) Website and blogging tools can be a grate tool for critical thinking to help people apply the information their learning.**  
**2.)Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating are six critical thinking terms used to help critical thinkers.**  
**3.) People will look at taxonomy and then look at critical thinking tools for students that will help with the digital age to develop their skills well.**

**Kali Kessinger**



## Hypothes.is

- Free social annotation tool
- Can be public or private
- Easy to use and get started



### Visible

"I finally found a way to get students to read, and engage with one another about their reading, before class."

*Andrew Martin, Professor,  
Department of Ecology &  
Evolutionary Biology, University  
of Colorado Boulder*



### Active

"I want students to learn the profits and pleasures of careful, engaged reading... Hypothesis finally delivers on the promise of digital annotation."

*Lawrence Hanley, Professor,  
Department of English, San  
Francisco State University*

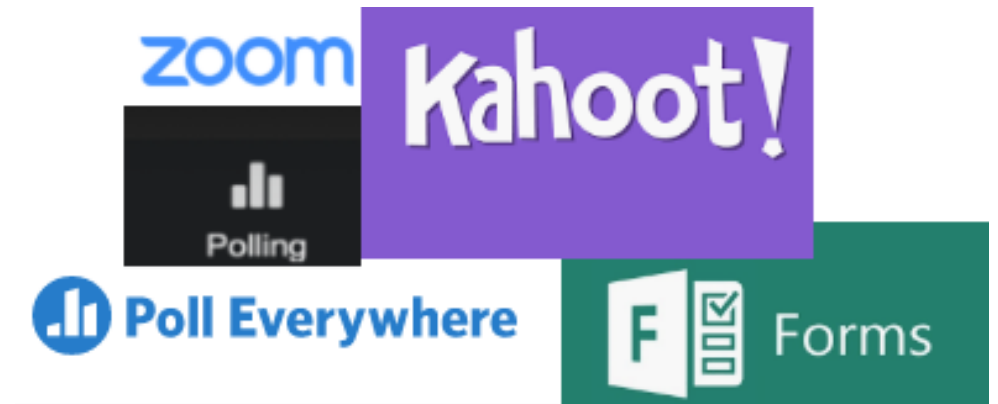


### Social

"Hypothesis is my literary Facebook. When I'm reading I sometimes wonder, does anyone actually understand this? Am I crazy? With this brilliant tool I know I'm not alone."

*Shannon Griffiths, Student,  
Plymouth State University*

- **Zoom Polling**
- **Kahoot!**
- **Poll Everywhere**
- **Microsoft Forms**



# References

Bandura, A. (1977). *Social learning theory*. New York: General Learning Press.

Watson, A. (2020). What's the ideal size for online discussion groups? *Learning and the Brain* Blog June 24. <https://www.learningandthebrain.com/blog/whats-the-ideal-size-for-online-discussion-groups/>

Whiteside, A. (2020). Integrating the social presence model to maximize blended and online learning experiences. *Online Learning Consortium*. [https://secure.onlinelearningconsortium.org/effective\\_practices/integrating-social-presence-model-maximize-blended-and-online-learning-experien](https://secure.onlinelearningconsortium.org/effective_practices/integrating-social-presence-model-maximize-blended-and-online-learning-experien)



# Faculty Example(s)

Dr. Ryan Murphy



# Faculty Example(s)

Dr. Georgina Rivera-Singletary



# Faculty Example(s)

Dr. Randall Woodard

