

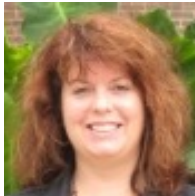
Social Presence

Presenter bios



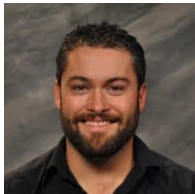
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Defining Social Presence

Karen Swan

Historical perspective

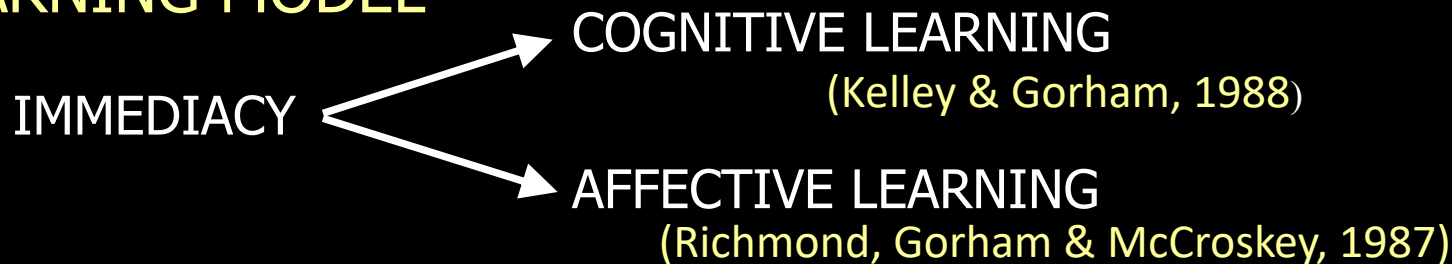
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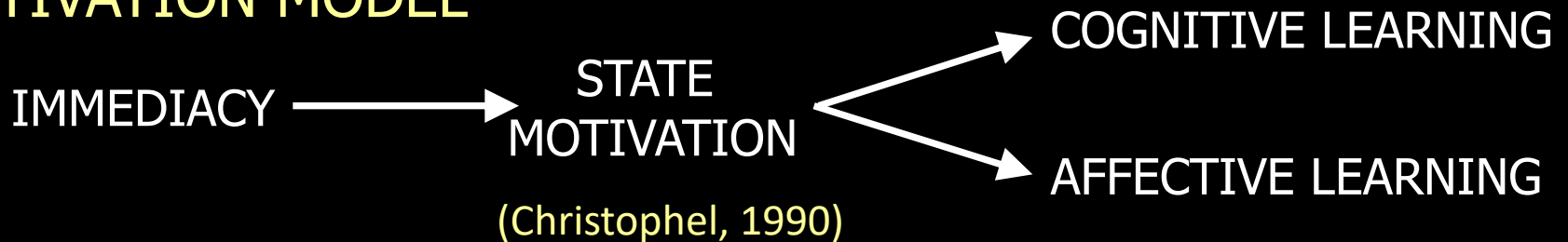
"On the Internet, nobody knows you're a dog."

Teacher Immediacy

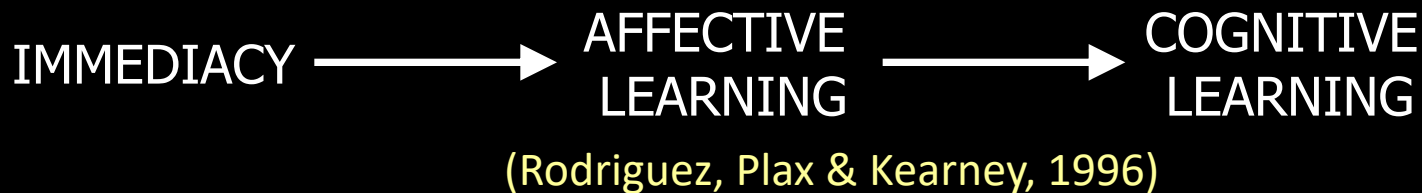
LEARNING MODEL



MOTIVATION MODEL



AFFECTIVE LEARNING MODEL



social presence as “a quality of a medium to project the salience of others in interpersonal communication”

- **social presence theory (Short, Williams & Christie, 1976)** – ranking (impersonal/personal, unsociable/sociable, insensitive/sensitive, cold/warm) depends on interaction of medium, task, & subjective perception
- **media richness theory (Rice, 1992)** – measures a medium’s capacity for immediate feedback, senses involved, personalization, & language variety
- **affective channel capacity (Picard, 1997)** – amount of affective information/total amount of information passed through a media channel

wait a minute!!!

rather than being impersonal, CMC often seems to be “hyper-personal” (Walther, 1994)

“participants create social presence by projecting their identities & building online communities” (Gunawardena & Zittle, 1997)

social presence as perception of interpersonal connections with virtual others; verbal immediacy

- **Gunawardena (1996) -- the degree to which a person is perceived as 'real' in mediated communication**
- **Tu (2000) – the sense of community that a learner experiences in an online environment**
- **Community of Inquiry (Rourke, Anderson, Garrison & Archer, 2000) – the ability of learners to project themselves socially and emotionally in a community of inquiry**
- **Picciano (2002) -- a student's sense of being and belonging in a course**
- **Biocca, Harms & Burgoon (2003) -- a sense of being with another in the virtual environment**

Issues around defining social presence

How to operationalize (measure) social presence:

individual perceptions vs. media/course characteristics

individual perceptions vs. individual behaviors

How to conceptualize elements of social presence

in support of learning vs. in support of community

taxonomy vs. set

Is social presence the same for all actors?

teachers vs. students

Researching Social Presence: What Do We Know?

Jennifer Richardson

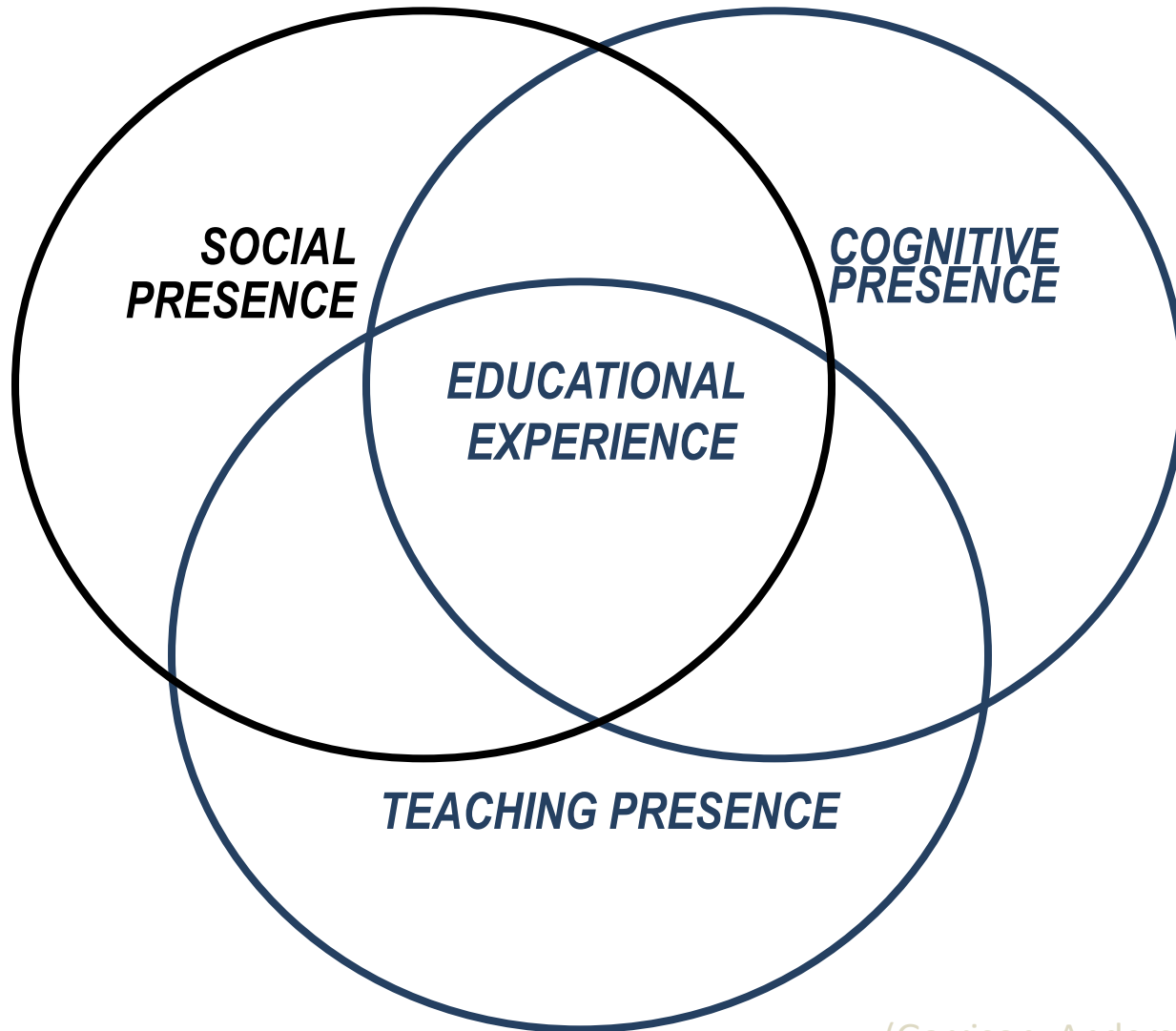
Study	Constructs/Measures in the Name of Social Presence
Short, Williams & Christie (1976)	Perceptions of the medium, based on literature in communications Bi-polar scale (e.g. sociable, warm, personable)
Gunawardena (1995)	Social Presence Survey (GlobalEd Survey for Social Presence v. 1) Description: 17 bi-polar scales, likert items
Gunawardena & Zittle (1997)	Social Presence Scale v. 2 Description: 14 questions, scale of 1-5. Found that 60% of stu satisfaction could be accounted for by SP
Rourke, et al (2001)	Content analysis with indicators (categories) of social presence: social presence indicators -- affective responses, cohesive responses, and interactive responses
Tu (2002)	Social context, online communication, interactivity (also system privacy, feeling of privacy)
Tu (2002)	Social Presence and Privacy Questionnaire (SPPQ) based on earlier work by Tu
Picciano (2002)	Based on the Inventory of Presence Questionnaire developed by the Presence Research Working Group based on Tu's work
Tu & Mclsaac (2002).	The CMC Questionnaire (Tu, 2002)
Richardson & Swan (2003)	Social Presence Survey v. 3 (based on Gunawardena's work) Finding: Found that students who perceived a high level of social presence in an online course were not only more satisfied with their instructor but believed that they learned more than students who reported low social presence.
Baker & Woods (2004)	Immediacy and cohesiveness (Conceptual paper)
De Bruyn, L. L. (2004)	Rourke, et. al.'s SP indicators
Swan and Shih (2005)	Social presence (Richardson & Swan survey, based on Gunawardena's work) and SP indicators, mixed methods
Laffey, Yu Lin & Yin (2006).	Social Ability Instrument (based in part on Picciano, 2002 and Tu, 2001). Description: Behavioral intentions scale (based on Taylor & Todd, 1995)
Hodge, Tabrizi, Farwell & Wuensch (2007).	Student Satisfaction with the AVR System (based on review of the literature) 22 item scale, scale from 1 (extreme dissatisfaction) to 5 (extreme satisfaction).
Boston, Diaz, Gibson, Ice, Richardson & Swan (2009).	Col common instrument (SP portion based on Gunawardena's work, Richardson & Swan)
Leong, P. (2011).	Social Presence and Cognitive Absorption Survey; Description: SP portion based on Tu (2002)

What Do We Know

- Verbal immediacy behaviors can lessen the psychological distance between communicators;
- Student perceptions of social presence can be quite strong and is strongly related to satisfaction & success in online courses;
- Online text-based (CMC) environments can be very suitable for supporting complex learning when social presence is taken into consideration;
- Student (perceived) learning is related to the quantity & quality of postings in online discussions and to the value instructors place on them
 - Making participation in discussion a significant part of course grades, develop grading rubrics for discussion participation
- Looking to groups as a means to reduce feelings of fear, anger or isolation which can lead to withdrawal or conflict-- then the potential for learning is reduced and a facilitator of an online course needs to manage these emotions at an early stage.
 - Often we only consider the instructor when we think of SP, peers are also important to include

**Moving Beyond Research
of the Participants:
Environments**

Community of Inquiry model



(Garrison, Anderson, & Archer, 2000;
Rourke, Anderson, Garrison & Archer, 2001)

Importance of SP as part of COI Model

RESEARCH	FINDING	IMPLICATIONS FOR PRACTICE
Shea & Bidjermo, 2008; Garrison, Cleveland-Innes, & Fung, 2010	social presence very important in development of cognitive presence <i>but is itself dependent on teaching presence</i>	model, facilitate, encourage & sustain social presence in online courses

Retention at the University Level

RESEARCH	FINDING	IMPLICATIONS FOR PRACTICE
Boston, Diaz, Gibson, Ice, Richardson & Swan (2009).	21.1% of the variance in student retention is accounted for by 19 of the Col indicators; however, all but 0.9% of that variance can be accounted for by two (affective) SP indicators:	SP, especially affective expression, is important in student retention and should therefore be encouraged

Differences Across Subject Areas

RESEARCH	FINDING	IMPLICATIONS FOR PRACTICE
Arbaugh, J. B., Bangert, A., & Cleveland-Innes, M. (2010).	Found significant diffs for all categories of cognitive presence, teaching presence, and social presence for students in the sciences and humanities. Very high levels of teaching presence among the science students.	Results based on the practice of problem solving and peer-teaching prevalent in the sciences.

Impact of Addition of Emerging Technology into Learning Experience for Increasing SP

RESEARCH	FINDING	IMPLICATIONS FOR PRACTICE
<p>Ice, P. (misc).</p> <p>Hodge, Tabrizi, Farwell & Wuensch (2007).</p>	<p>Audio feedback: many benefits including ability to understand nuance, feeling of increased involvement, and increased instructor caring</p> <p>Virtual Reality Classrooms: By building a participatory culture in which students can interact and communicate in a virtual environment able to see how students work and communicate to achieve learning.</p>	<p>Continue to experiment with new technologies that increase students SP without adding too much cog load;</p>

Where are We Headed Now?

- Still many definitions being used, a variety of measures and constructs
- As we move ahead we take the past with us—revisit where we have been
- To consider: Is the variety in SP any different than constructs investigated in other research? Learning as a construct or media effects—both have great variety as well.

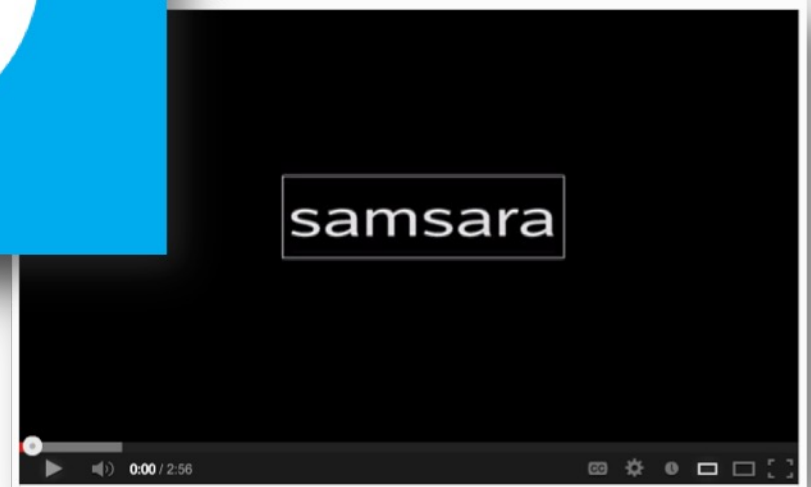
Social Presence in Action

Patrick Lowenthal

Obsessed w/ Social Presence



Obsessed w/ Social Presence



In the chat pod, respond to the following

How do you intentionally try to establish social presence (between students) in your courses?



Instructor Social Presence



In the chat pod, respond to the following

Do you (as the instructor) strive to establish your own social presence? If so, how do you do it?



Social Presence and Beyond

Marti Cleveland-Innes

Extending social presence & beyond

Interaction is not enough

“Understanding interaction for the purposes of inquiry is complex. Moreover, students are not always prepared to engage in critical discourse, especially if this is in an online learning environment (Angeli, Valanides, and Bonk 2003). This was congruent with the finding of Garrison and Cleveland-Innes (2004) in that the greatest student adjustment to online learning was most directly associated with issues of interaction – both socially and cognitively. Interestingly, in this study, establishing social presence was more heavily shaped through peer interaction. With regard to successful higher-order learning, however, Garrison and Cleveland-Innes (2004) concluded that teaching presence in the form of facilitation is crucial in the success of online learning.”

Social presence is necessary but not sufficient foundation for learning

Garrison, R. & Cleveland-Innes, M. (2005). Facilitating cognitive presence in online learning: interaction is not enough. *American Journal of Distance Education*, 19(3), 133-148.

Extending social presence & beyond

“Further research might examine whether social presence is indeed, necessary in situations where teaching presence (i.e., course design and structure, facilitation, and direct instruction) is more than adequately addressed and students are cognitively challenged by the course material alone. It may be the case that particular students are just as engaged in learning even without critical discourse, reflection, collaboration, and interaction with other students (p. 14).”

Social presence is sufficient but not necessary foundation for learning

Lambert, J. L., & Fisher, J. L. (2013). Community of Inquiry Framework: Establishing Community in an Online Course. *Journal of Interactive Online Learning*, (12)1.

Extending social presence & beyond

“For Rourke & Anderson (2000), seven of fifteen indicators of social expression are expressions of emotion. emotional presence as measured here, the emotive experience does exist in combination with social presence, but does cluster together as a unique presence.”

Cleveland-Innes, M. & Campbell, P. (2012). Emotional presence, learning, and the online learning environment. *International Review of Research in Open and Distance Learning*.

“Emotional presence does exist for online graduate students but it is not influenced by mobile device use. However, there is a significant gender difference in the measurement of emotional presence.”

Cleveland-Innes, M., Ally, M., Wark, N., & Fung, T. (October, 2012). *Emotional presence and mobile learning*. 7th European Distance Education Network Research Workshop, Leuven, Belgium.

Social presence acts a surrogate concept for emotional presence.

Extending social presence & beyond

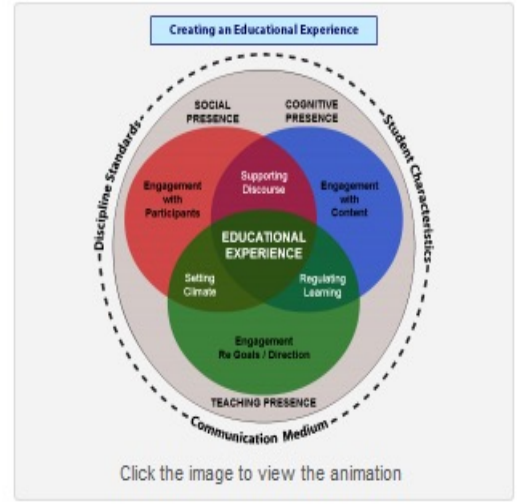
“I think one of the main problems with Col research is the tendency to consider every online/blended learning environment is a true community of inquiry design when, in fact, there is little teaching, cognitive, or social presence (students are reliant on independent activities and tests). ... Notwithstanding this, the categories of SP are open to refinement but are not necessarily compatible with independent (or informal) learning activities and should not be critiqued from this perspective. In terms of refinement, I have offered a revised definition of SP “**as the ability of participants to identify with the group or course of study, communicate purposefully in a trusting environment, and develop personal and affective relationships progressively by way of projecting their individual personalities**” (Garrison, 2011, p. 34). The intent of this revised construct was to show the development of SP as well as clarify its interdependence with cognitive and teaching presence (p. 235).”

Social presence acts in dynamic combination of multiple elements that exist in a learning community but in idiosyncratically individual ways.

Garrison, D. R. (2012). Article review-Social presence within the community of inquiry framework. *The International Review of Research in Open and Distance Learning*, 13(1), 250-253.

The Community of Inquiry

This site documents the work completed during a Canadian Social Sciences and Humanities research funded project entitled "A Study of the Characteristics and Qualities of Text-Based Computer Conferencing for Educational Purposes". This project ran from 1997 to 2001. The theory, methodology and instruments developed during this project are described in the papers published in peer reviewed journals and copied at this site. The work of this project has resulted in a variety of researchers replicating and further developing the tools and techniques that we developed. We invite anyone who uses this content to contribute their own papers, references, and links in the related sections. As well, feel free to share experiences, concerns or questions in the weblog. The purpose of this project is to support a personally meaningful and educationally worthwhile learning experience. Central to the study introduced here is the model of a community of inquiry that constitutes three elements essential to an educational experience: Cognitive Presence, Social Presence and Teaching Presence.



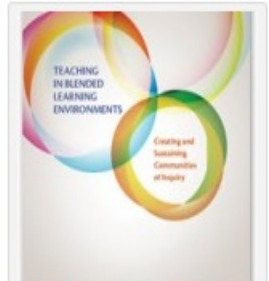
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Password

Remember Me

Presentation – May
 Intervention Aimed
 Community of Inquiry
 Distance Learning

The presences that
 Community of Inquiry
 require that a founda-
 from which success
 can be accomplish
 foundation consist



News

In June 2013, our latest book will be available: "Teaching in Blended Learning Environments: Creating and Sustaining Communities of Inquiry". For more information, Please visit: <https://coi.athabascau.ca/publications/book-teaching-in-blended-learning-environments-creating-and-sustaining-communities-of-inquiry/>

Books