

CHECKLIST: TEACHER & SOCIAL PRESENCE

Teaching and Learning Support Service, University of Ottawa

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In the online portion of my course, I engage in the following strategies or behaviors to demonstrate teacher presence:

- I provide information about myself in the form of a mini-biography (e.g. written or video) to create a connection with my students and to let them know a bit about the person teaching them.
- I welcome the students, provide information about how the course is structured, and demonstrate how to navigate the online environment (e.g. written with images, live demonstration, or video).
- I announce course changes, events, and additions using the diverse forms of communication (e.g. announcements, discussion forums, e-mail).
- I provide timely and constructive feedback on student interactions, activities, and assignments (e.g. general feedback to the class, personalized feedback, automated feedback through Virtual Campus tools).
- I encourage student input, participation and feedback about topics within the course and the course itself. For example, I ask students what their thoughts are and what they already know on a topic; I use mid-term evaluations to identify ways to improve the course such as the navigation or organization of material.
- I ensure that students are aware of my availability, how they can contact me, and check-in at regular intervals (e.g. email, web-conferencing, announcements).
- I participate in and facilitate discussions and other online activities.
- I make connections with the content and real-world applications to help provide clarity to course topics.

In my course, I engage the following strategies or behaviors to encourage social presence:

- I invite students to introduce themselves to their classmates and me (e.g. in the form of a mini- biography, ice breaker, or general introduction such as their career path, interests, or hobbies).
- I provide a virtual space where students can socialize (e.g. discussion forum, web-conferencing, groups).
- I offer collaborative learning and evaluation activities so that students can interact with others in the course (e.g. peer evaluations, groupwork, collaborative projects through Google Documents or other platforms).
- I organize synchronous online activities when possible and appropriate (e.g. web-conference discussions, live polls, editing documents at the same time)
- I refer to my students by their name when in contact with them (e.g. discussion forum, e-mail, web-conference)

I also try to improve the learning environment, in order to support both teacher and social presence:

- I organize my course in a manner that is user-friendly, clear, congruent, and sequential.
- I provide clear and concise information and directions.
- I provide adequate time for students to complete assignments, and activities, as well as to reflect on what they have learnt and produced.
- I offer choices. For example, I provide options for the types of activities and assignments that students can complete.