**Online learners need instructors to:**

* Be visibly and actively involved
* Involve everyone in the learning activities
* Communicate well – consistent, thoughtful, and connecting on a personal level
* Offer flexibility
* Provide meaningful and practical connections between theory and practice
* Provide a structured yet comfortable environment
* Commit to doing what is necessary to make an online course effective

Source: Young, S. (2006). Student views of effective online teaching in higher education. *The American Journal of Distance Education, 20*(2), 65–77. http://dx.doi.org/10.1207/s15389286ajde2002\_2

*Three elements help to explain the educational experience online from a process perspective.*

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| --- | --- | --- | --- |
| **Elements** | **Description** | **Examples of indicators** | **Supporting tools** |
| Social PresenceHow engaged are the learners with one another and the instructor? | Open communicationGroup cohesionPersonal/Affective | Learning climate/Risk-free expressionGroup identity/collaborationSelf-projection/expressing emotions | Canvas discussion boardsZoom video conferencing and chattingFlipgridGoogle drive and apps |
| Cognitive PresenceHow does the content presentation build knowledge and skills and provide for deep thinking opportunities? | Initiating eventExplorationIntegrationResolution | Sense of inquiryInformation exchangeConnecting IdeasApplying new ideas | Canvas modulesCanvas studio videosZoom recordingPanopto videos |
| Teaching PresenceHow responsive is the course design and facilitation to students’ needs? | Design and organizationFacilitating discourseDirect instruction | Setting curriculum and methodsShaping constructive exchangeFocusing and resolving issues | Canvas modulesCanvas studio videosPanopto videosCanvas rubricsCanvas assignment comments |

Adapted from: Akyol, Z., & Garrison, D. (2008). The development of a community of inquiry over time in an online course: Understanding the progression and integration of social, cognitive and teaching presence. *Journal of Asynchronous Learning Networks*, 12, 3–22. http://dx.doi.org/10.24059/olj.v12i3.72