



Philosophy of Successful Online Facilitation (Essential Elements Using the COI Framework)

Cognitive Presence

- Motivation
 - Clear purpose
 - Connections to "real world"
- Learner self reflection and self-assessment
- Information Exchange, Knowledge Construction and Development (Steps 3, 4 and 5 of *Salmon's Five Stage Model of Online Learning*) (Salmon, 2003)
- Interaction with content

Social Presence

- Collaboration
 - Tools
 - Google Docs
 - Padlet
 - Flipgrid
 - Zoom
 - Interdependence and reciprocity (Schwier, 2009)
- Building online community
 - Establishing trust (Schwier, 2009)
 - Social Protocol - expectations and guidelines for online behaviour
 - "The challenge is one of motivating participants to create a community and giving them an opportunity to do it." (Schwier, 2009, p.6)
- Online Socialization. Step 2 of Salmon's Five Stage Model of Online Learning (Salmon, 2003)
 - Humanize the course (Pacansky-Brock, 2019)
 - Icebreakers
 - "Water cooler" type space

Teaching Presence

- Seeking balance. Monitoring the process. Ongoing, active engagement.
- Can be shared by instructor and students
- Promote social presence, cognitive presence and learner presence
- Choose Online Tools (LMS, presentation tools, research tools, social media or not)
- Provide a meaningful rationale, clear routines and expectations around technology tools used to support student autonomy, perceived competence and relatedness.

Curation

- Need to carefully curate the tech tools used to support students' levels of perceived competence by avoiding technological frustrations and cognitive overload
- Tools for Curation
 - Hyperdocs
 - elink
 - Live Binders

A designer of learning experiences

- Salmon's Five Stage Model as framework for how to structure/scaffold learning online
- use images as anchors
- add introductions
- keep the best, lose the rest
- chunk it
- build in white space
- polish hyperlinks

Learner Presence

- Metacognitive, motivational and behavioural traits and activities (learner controlled)
- Self-Regulation
 - time-management
 - goal-setting
 - self-efficacy

Selection of an instructional design model, such as ADDIE, UbD and/or Inquiry based models.

Knowing the audience (learner profiles) is valuable when determining course layout and instructional strategies.

timely feedback

Support development of self-regulation skills within each course

- promote self efficacy through early success in course
- consistent structure
- clear schedules, timelines and deadlines