

# Developing Social Presence

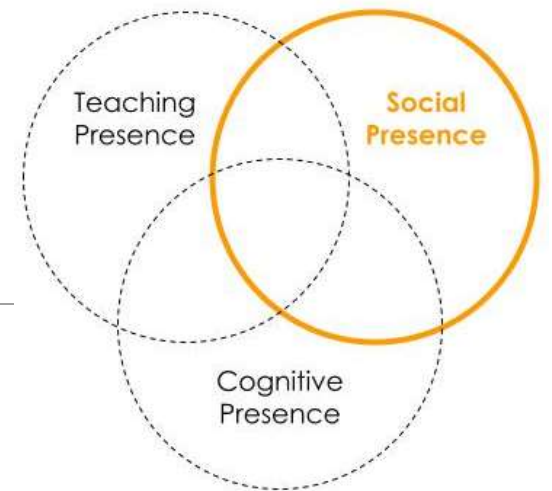
OSU Motivation in Classrooms Lab – Motivation Minute

How can I help my students feel connected in the classroom?

## How to assist students in connecting with other students, teachers, content, and the world!

**Community of Inquiry:** The process in which a deep sense of learning is experienced through social presence, teaching presence (coming in April), and cognitive presence (coming in May).





- **Social Presence:** A student's ability to identify with their community—other students, teachers, content, and the world.



## How can teachers motivate student engagement within the classroom?

**Goal:** Teach K-12 students to engage in open, honest communication and develop group cohesiveness (AKA Social Presence within Community of Inquiry).

### To help students of all ages, teachers can:

 <h3>Students</h3> <ul style="list-style-type: none"><li>• Assign seats but change them often: Allows students to get to know all of their peers.</li><li>• Work in small groups or pairs: Allows students to create bonds within peer groups.</li><li>• Start the class with an icebreaker question: Motivate students with immediate engagement.</li></ul>	 <h3>Teachers</h3> <ul style="list-style-type: none"><li>• Share personal stories and experiences: Motivates students and instructors to make their own connections to the stories being shared.</li><li>• Admit to mistakes: Shows students that the instructor wants to be honest and connect with students.</li><li>• Take time to ask students about themselves and get to know them beyond small talk: Connects teachers and students by helping them develop relationships that may not be established otherwise.</li></ul>
 <h3>Content</h3> <ul style="list-style-type: none"><li>• Create a class quote, like “my classroom is a canvas and I am an artist,” and have students discuss it weekly: Creates a connection with peers that highlights the content being taught in the classroom.</li><li>• Share a news or blog post to communicate key concepts, reminders of past, present, and future events: Reinforces the content being learned.</li></ul>	 <h3>The World</h3> <ul style="list-style-type: none"><li>• Create a classroom bulletin board or class wall where students can post weekly on life outside the classroom with text, images and/or videos: Allows the instructor and students to understand their peers lives outside of class and to connect with the outside world.</li></ul>

### References:

1. Arbaugh, J., Cleveland-Innes, M., Diaz, S., Garrison, D., Ice, P., Richardson, J., & Swan, K. (2008). Developing a Community of Inquiry instrument: Testing a measure of the Community of Inquiry framework using a multi-institutional sample. *The Internet and Higher Education*, 11(3-4), 133-136.
2. Garrison, D., and Anderson, T. (2003). *E-learning in the 21st century: A framework for research and practice*. New York: Routledge Falmer.
3. Parker, T., Hoopes, O., & Eggett, D. (2011). The effect of seat location and movement or permanence on student-initiated participation. *College Teaching*, 59(2), 79–84. <https://doi.org/10.1080/87567555.2010.538766>

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