

OLTD 503 Reflection 2 – Teacher Presence

OLTD 503 Course Description:

Students investigate theoretical aspects of online communication and the practical skills of facilitating online. They explore the research and theories regarding communicating online and develop an understanding of the related issues. Student-led seminars allow learners to experience the benefits and challenges of online communication and the technologies that foster it.

Course Objectives:

- To further understand, gain knowledge of, and implement teacher presence and strategies within online learning environments.
- Communicate and collaborate with colleagues in professional and meaningful ways.
- To demonstrate and model excellent, effective teaching and learning strategies whilst constantly maintaining professional teacher presence.

Assignment 1 Objectives:

- Consider and think about teacher presence
- Brainstorm how one would introduce themselves to a new class
- Contribute your ideas

Evidence – Video Introduction(s)

The evidence that I chose to demonstrate as one of my learnings from OLTD 503 are two videos that I developed to demonstrate my learning(s) about teacher presence. The first video is one that I created for the Canadian Mental Health Association – Living Life to the Full program that I facilitate.

<https://drive.google.com/file/d/1SW0NA37aYPd8mJaz7ndXOvtMsnrcG8Qg/view?usp=sharing>

After creating this video and seeing all the other great videos from OLTD Cohort 9, I then created a second video for the teamwork workshop that I am delivering to a fire department. I think that it is a much better example of teacher presence.

<https://shorts.flipgrid.com/watch/16197348503323308>

What did I learn/experience by creating the evidence file relative to the specific OLTD Program Outcome?

Through creating this video, I learned that it is not easy to create videos that make me come across as a friendly and trusting facilitator. I tend to create more formal videos that I want to because I just want to get them right and complete the assignment. However, what I realized that that process is that I come across as too formal, as if I am delivering a lecture rather than connecting with learners.

Therefore, when I created the second video, I created a script to look at but made it much more like I was just talking to the fire department participants. I told them about myself, and my background to gain their trust and respect. I also told them about my husband's background as a First Responder, as he will be helping me deliver the workshop.

What does the OLTD Program Outcome mean to me as an online educator/facilitator? Why is it important/meaningful to my practice?

In developing the two videos I realized that I needed to be intentional in the messaging that I put into the videos. For example, with the teamwork video I explained how it came about and the objectives for the workshop. As well, I explained how I wanted to hear from them about their learning styles so that I could incorporate that into the activities. I also wanted them to know that I was not a disconnected consultant, but I had a background in the field of emergency management. This was done to give me credibility and create trust. For the CMHA video I explained who I am and outlined the course and what they would be learning.

Both videos had two quite different approaches, and each one has worked very well. However, for the fire service workshop this week on Monday, February 15th, 2021 they only had 1 person sign up, and after sending them the video on Tuesday, February 16th, 2021 with the instructions for the learning styles activity they had 33 people sign up. I think that by explaining my background I was able to help deconstruct preconceived notions that I would not be able to relate to the First Responder culture.

In my practice, I will continue to emphasize and use the Community of Inquiry model (Garrison, et al, n.d.) as I believe that it helps to make the educational experience so much more meaningful for course participants.

Sources:

Garrison, D. R., Anderson, T., & Archer, W. (n.d.). COI Framework. Retrieved from <https://coi.athabasca.ca/coi-model/>

Indiana University. Types of Presence: Teaching Presence. https://canvas.ucdavis.edu/courses/34528/pages/types-of-presence-teaching-presence?module_item_id=5003